High school band travels to Germany. See page 11. Photo by Evan Weinstein

the HAKER HEIGHTS HIGH SCHOOL

SHAKERITE

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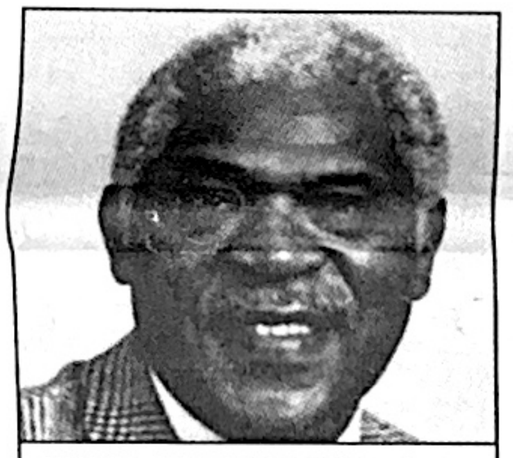
APRIL 26, 1990

Grand Jury subpoenas counselor in investigation of hunger center fraud

BY JOSHUA LEVY
Co-Editor-in-Chief

In attempt to prosecute former Holy Trinity Action Hunger Center Co-Director Mary E. Mitchell on 148 accounts of forgery and grand theft, Assistant County Prosecutor Douglas S. Weiner subpoenaed guidance counselor Kenneth Looney to testify last week in front of a Grand Jury.

WJW's I-Team reported Monday night that Looney is expected to *be indicted soon for forging hunger center financial director Albert Walcott's signature on 11 checks made* out to the hunger center. WJW I-Team reporter Carl Monday said that these checks, co-signed by Mitchell, never got to the hunger center.



UNDER INVESTIGATION. Guidance counselor Kenneth Looney was subpoenaed last week by a Grand Jury to testify as part of an investigation of hunger center fraud. *Photo courtesy of the Gristmill*

On the contrary, Weiner and Detective Darnell Worley, who is in charge of Mitchell's investigation, said that Looney has not been indicted or charged on any account. Weiner and Worley did not comment as to whether they believed Looney would be indicted.

"[Looney] has not been indicted or charged with anything. He is part of an investigation," Worley said. "I don't want to make any statement about Mr. Looney until my investigation is over, definitely not to the media."

Weiner said that Looney has been involved in Mitchell's investigation because of Mitchell and Looney's close ties. According to Monday, Looney and Mitchell were both on the board of Peter Clavers, an organization which oversees hunger centers for the Catholic Diocese.

"Looney and his family are friends with Mary and her family," said Weiner. "And because of his relationship with her, we needed to talk with him."

Monday said that during the prosecution's questioning of Looney, a handwriting expert from the Lake County Forensics Laboratory matched Looney's handwriting with the signatures on the 11 checks.

Worley said that the findings of the one expert are not sufficient to indict Looney.

"We can't take one opinion," Worley said. "[Handwriting identification] is such a questionable science."

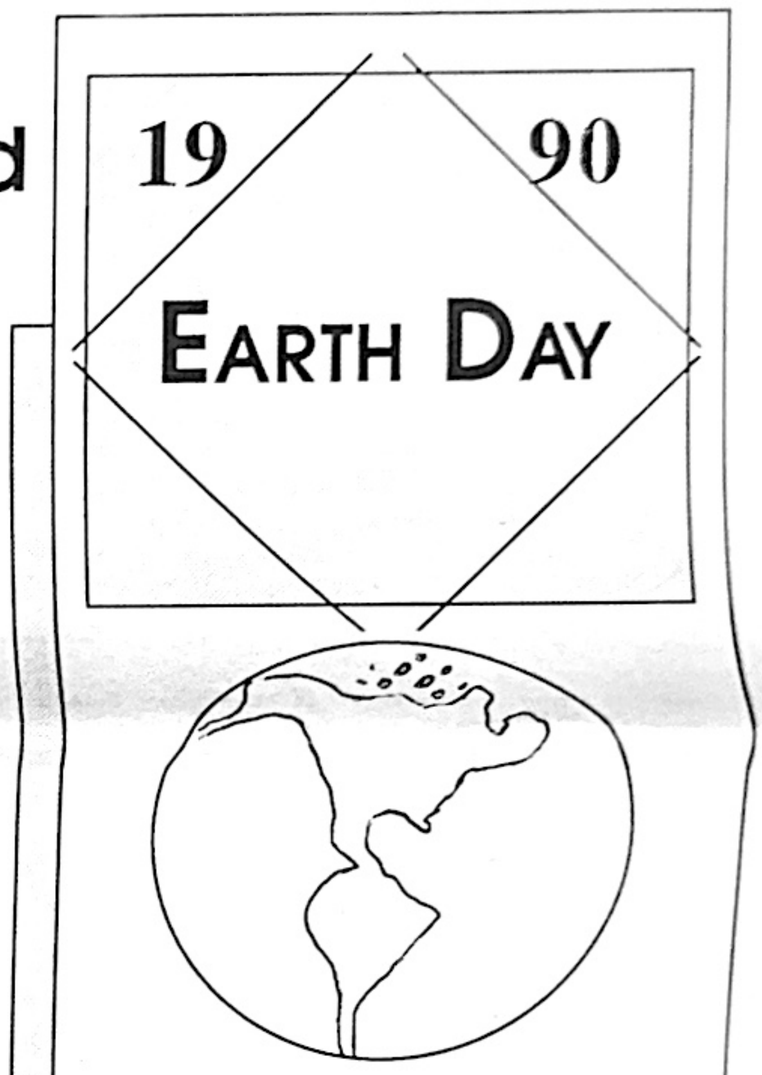
Administrators and staff at the high school said that they were shocked upon hearing the WJW report, and were supportive of Looney.

"In this country, a man is innocent until proven guilty. We are operating under that premise. Once the court resolves [Looney] as innocent, then it is just as if nothing happened," Principal Jack Rumbaugh said. "These are allegations brought against Mr. Looney that he has every right to defend against. This is Mr. Looney, who I know and respect."

Guidance counselor Eileen Blattner said that she does not believe the allegation is characteristic of Looney.

"[Looney's] such a modest man. I can't believe he would do this," Blattner said. "He's been active in so many church organizations and hunger centers. I just can't believe it. I am absolutely positive he is innocent."

Looney declined to comment.



EARTH DAY '90. Members of the community, including the Environmental Club, came together in massive numbers to save our environment. See page 3 for more information about the environment and Earth Day.

Bond issue to be voted on May 8

BY TANIA MENESSE
Staff Reporter

Voters will be faced with a $10 million dollar bond issue when they go to the ballot on May 8.

Carol Lowenthal, chairman of the bond issue campaign, explained that if it is passed, the district will receive funds to repair and improve its facilities.

"It must be understood that a bond issue goes toward the improvement and repairs of buildings and equipment, as opposed to an operating levy which mostly covers salaries and benefits," Lowenthal said.

Over half of the money raised will be used towards the repairs of roofs and electrical equipment as well as the modernization of facilities such as the gymnasiums and cafeterias, according to Lowenthal.

"There has been no bond issue since 1977 and now we must take care of our buildings," Lowenthal said. "Those of us who live in a home know that you have to put money into it to maintain it. It is the same thing with our buildings."

The district school buildings, many of which are over sixty years old, are in use during the day by students and at night for community recreation and adult education programs.

"The trouble is getting people to raise their own taxes, no matter how small the increase. Ohio is one of the few states where legislature has the community vote on additional tax," Lowenthal said.

The bond issue would result in a $27 tax increase for a house appraised at $100,000.

In addition to repairs, approximately $2.8 million would be used to expand Boulevard and Onaway elementary schools in order to accomodate increased enrollment.

"In the last two years there has been an increase in the number of children in these areas due to a new federal law that says that children may live in apartments," Lowenthal said.

The Citizens Committee for the Shaker Bond Issue has distributed literature which justifies the expansion of existing elementary schools rather than the reopening of previously closed buildings.

"It is less expensive and less disruptive to add to those buildings already in use, than to reopen a school and redistrict," reads one pamphlet. "In the long run it is more cost effective to operate and maintain five K-4 buildings, rather than six."

The pamphlet further explains that the cost of an addition is reembersed within six to eight years, but the reopening of a closed facility entails up to $625,000 for base costs and maintenance, not including salaries for classroom teachers.

Continued on page 2.

Tower City hits Cleveland 10 / African-American History 12 / Sin tax 14

Middle school to lose Jarvie

BY MOLLY SHAFER
Staff Reporter

After 31 years at Byron Junior High School and Shaker Middle School, assistant principal William Jarvie is retiring at the end of this school year.

Jarvie decided last August that the 1989-90 school year would be his last as an educator, citing several reasons for his departure.

"It seems like a good time [to retire] after 34 years," Jarvie said. "I think you reach a point in your life when you decide to leave on a high note. I'll miss the kids," Jarvie said.

Jarvie began his tenure at the middle school as a social studies teacher. He worked his way up to guidance counselor and eventually administrator, gaining the respect and admiration of students and faculty.

"I think he knows more about the rules of the school than other administrators do," eighth grader Larry Knight said. "He's affectionate. He tries to persuade. He talks to you and helps before you get into something bad."

According to several students, Jarvie's affectionate nature, understanding and lunch money loans have made him a favorite with everyone.

"Mr. Jarvie will stay and wait until you're done. He listens. He lets you borrow lunch money," said seventh grader Aaliya Fields.

The veteran administrator will be missed by faculty and district administrators in addition to his students.

FAREWELL. Middle school assistant principal William Jarvie is retiring after 31 years in the building.
Photo courtesy Shaker Middle School.

> *"I think you reach a point in your life when you decide to leave on a high note. I'll miss the kids."*
> —WILLIAM JARVIE

"I'm very sad that he's leaving because I think he is part of what makes this school special," said Constance Clarke, middle school Spanish teacher. "He has a good relationship with parents and teachers, and I think it's going to be very hard to fill his shoes. He will be missed."

Superintendent Mark Freeman said he has enjoyed working with Jarvie.

"He is one of the finest school administrators I have ever worked with," Freeman said. "He has touched thousands of lives of school children."

Senior Jane Schmidt, a former Shaker Middle School student, has fond memories of Jarvie.

"He was a nice guy. He added life to the school," Schmidt said. "I am sure the kids will miss him."

The administration is currently searching for a replacement for Jarvie. According to Jarvie, approximately 70 applicants are being interviewed, including three applicants from within the district. An announcement of the replacement should be made by early June, Jarvie said.

Jarvie is finishing up the school year by preparing for the eighth grade trip to Toronto. According to Jarvie, his work should be finished by the third week in June.

"I've always felt that working in the middle school was so important because that's where you make a big impression on kids' lives," Jarvie said.

Jarvie said that he is planning on spending time at his Delaware beach house with his family.

"I have a building business, and I plan to continue to build homes. I will spend the month of September at the beach house," Jarvie said.

Several retirement dinners and receptions are planned to honor Jarvie along with others.

Bond issue

(Continued from Front Page)

"The additions on Boulevard and Onaway would consist of a few classrooms plus a multi-purpose room. They are the only two schools who don't have a gym and an auditorium," Lowenthal said. "With more kids these facilities are definitely necessary."

The district's athletic and recreational facilities would also benefit from the passing of the bond issue.

Among the facilities that are in need of repair are the high school football field and track and the wooden playgrounds at the elementary schools, according to Lowenthal.

Lowenthal believes that supporting the bond issue would be advantageous for all homeowners, regardless of whether they have children enrolled in the schools or not.

"Because Shaker Heights has always supported our public schools, our property values have risen twice the rate of inflation and almost four times that of tax increases," Lowenthal said.

Support for the campaign to pass the bond issue comes entirely from private funds and work.

"The school board is not allowed to use the taxpayers money to campaign for more money. We rely on donations to finance campaign," Lowenthal said.

As of press time, no organized coalition opposing the bond issue has been formed.

Celebration of learning to last one month

BY STEPHEN LEE
News Editor

Shakerfest 1990 has been expanded from one week of activities into a month long celebration of learning throughout the district. The Shakerfest events, which began April 18, will continue through May 17.

•Tonight, the middle school will host a 7:30 performance by the seventh and eighth grade choruses. Exhibits from various subject areas by middle school students will be displayed in the lobby of the auditorium.

•Cleveland Browns wide receiver Brian Brennan will speak at tomorrow's Shaker Sports Booster Club's Spring Benefit. The benefit is a fundraiser for summer sports scholarships.

•Works by students enrolled in the high school's visual arts classes will be on display May 1-10 in the egress of the large auditorium and in the Eli Gallery.

•The Symphonic Wind Ensemble and Concert Band are sponsoring an ice cream social during their May 2 performance. Also that evening, the high school Senior Acting Ensemble will present a theater concert for senior adults.

•The Senior Acting Ensemble, together with the Junior and Junior Advanced Ensembles, will perform for the general public May 3-5. Also participating will be guest recording/performance artists Greg Artzner and Terry Leonino of "Magpie."

•Consumer advocate Ralph Nader will speak at the Seventh Annual Shaker Lecture on May 7.

•The annual Spring String Fling will be held on May 9, with a concert given by the middle and high school orchestras.

•The A Cappella Choir, Chanticleers and Concert Choir will perform May 10 at the high school, presenting music from their Spring Tour repertoire performed at Myrtle Beach.

•The high school PTA is sponsoring a geranium sale on May 12. A public sale of plants will also be held at the high school.

More information about these and other events can be obtained by contacting the board.

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African-American life depicted in play

BY VARUNI KONDAGUNTA
Staff Reporter

"Wiping Away the Tears ... Black Pride Throughout the Years," a student written, produced and directed play, was presented on March 23 and 24.

This production, not affiliated with the Shaker Theatre Department was a success, according to cast members.

"We did not expect it to be as much of a success as it was, but now, we've had a meaningful end result," said Jennifer Bliss, a writer and producer of the play.

African-American life in the United States was the focus of the play. It was set in present times with a grandfather retelling the story to his grand-children as a flashback.

The first scene portrayed the slavery period in which African Americans on stage experiencedvarious hardships and dreamed of escaping the South. Later, excerpts from the speeches and writings of W. E. B. DuBois and Martin Luther King, Jr. were delivered during some of the grandfather's "recollections."

A song by Tracy Chapman describing the life of a woman struggling to survive in an inner city neighborhood highlighted the play's last segment. The scene showed a teenage mother and gangs selling crack in a neighborhood similar to the one described by Chapman.

Both nights, the play sold out the auditorium. The cast and crew of 61 students worked almost four months to produce the play.

"This was a proving ground for us. Black students have been told again and again that they can't succeed," said Bliss. "But look what we did. We got together, blacks and whites, and put on a meaningful, successful play. Nobody told us to do it; we did it on our own. All the stereotypes have been blasted away."

Following the production, the students that participated said that they feel proud about their accomplishment and have gained self-esteem.

"A goal has been achieved successfully. It was a long, hard, tedious journey, and to see it come out made it all worth it," junior cast member Paula Payden said.

Shakerite staff for 1990-91 announced

The Shakerite editors for the 1990-91 school year have been announced. Co-editors-in-chief will be sophomores Jeremy Kahn and Marshall Levin. Co-News editors will be sophomores Ahmad Atwan and Tania Menesse. The Opinion editor will be sophomore Debra Mayers. The Centerpiece editors will be juniors Molly Shafer and Sheri Spitz. The Spotlight page editor will be sophomore Jill Pelavin. Junior Susan Connelly will continue to be editor of the Feature page and junior Brian Resnik will continue as Sports editor. Business Manager will be junior Christian Hamerstone, and Advertising Manager will be junior Daniel Lewis. Circulation will be handled by sophomore Jonathan Jablow.

THE BRIEFS

GRAHAM TO RUSSIA

On April 20, three Shaker system teachers, including high school social studies teacher Jerry Graham, traveled to the Soviet Union to participate in an exchange with Shaker's sister city, Volzhsky.

The three teachers applied for positions on the district's delegation and were chosen from over 50 delegate applicants by a faculty committee. The delegation is comprised of Graham, Woodbury's Judy Bihler and Lomond's Nancy Tuttle.

This is the second group from Shaker and Cleveland Heights to make the trip to Volzhsky. The first delegation consisted of city officials.

In October, four Volzhsky teachers along with three other Russians visited Shaker and Cleveland Heights.

SOUNDS OF SUCCESS

Shaker's orchestra, A Cappalla choir and Shanticleers returned from the Fiesta-Val competition at Myrtle Beach each with Superior ratings.

Competing against schools from seven states, Shaker emerged as first place winners in each of their respective categories.

In addition, Shaker was named Grand Champion of the choral competition. Ron Morgan was named Best Director.

—COMPILED FROM STAFF REPORTS—

COE teaches seniors office skills

BY AHMAD ATWAN
Staff Reporter

The high school is providing a unique opportunity for seniors to develop office and secretarial skills for future employment.

COE (Cooperative Office Education) is a program for seniors that, according to coordinator Glenda Moss, is designed to teach students skills ranging from typing business letters to preparing legal documents. COE is unique in that it also allows students to gain on-the-job training by working at local businesses.

"COE is a great opportunity for kids to learn how to be responsible and handle a job," said Moss. "It teaches them how to work under pressure situations."

According to Moss, most of the students who graduate from COE go on to college and now hold successful jobs in various fields.

"Many students who have completed the COE program often call and tell me how successful they have become," Moss said.

"A former student of mine just called to tell me that she now works at Cleveland Municipal Courts."

The majority of the 13 students who are currently members of COE believe that this program will help them attain success in college and in their future jobs.

"I feel that the experience which I have gained through COE will help me succeed in becoming an accountant," senior Tammy Darden, an employee of National City Bank.

Some members of COE believe that the office skills which they have learned in the COE classroom are just as important as their job experiences.

"I have learned so many skills like word processing, calculating and writing invoices through COE. These skills will definitely help me after high school," senior Khadija Parker said.

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SHAKERITE

Getting involved. . .
Students march, perform

BY TANIA MENESSE
Staff Reporter

Earth Day came home to the tree lined streets of Shaker when Robert Sylak's environmental classes teamed up with the Environmental Club to promote awareness of our habitat.

Paul Olynyk, professor of environmental geography at Cleveland State University, and Kim Hill, from Beachwood High School, were brought in to speak at the Earth Day assembly on April 12, by Sylak's environmental classes.

Sylak's classes also sponsored an Earth Day fair after school on April 12.

"There were booths about key environmental issues, as well as refreshments and a band," science teacher Harry Wise said. "Jenny Russell's art class also drew posters to celebrate Earth Day."

Senior Acting Ensemble and April Company represented Shaker at the zoo's Earth Day celebration in the Sohio amphitheater on April 22.

"Senior Ensemble sang songs by Magpie, a folk group who will donate the proceeds of its latest album, 'Living Planet,' to environmental causes," sophomore Jeff Michel said. "April Company performed a piece called 'Amorak' which dealt with wild life."

According to science teacher Louisa Starr, approximately 40 Shaker students and six teachers accompanied 4,000-5,000 Cleveland residents in a five mile walk from Cleveland State to the zoo.

"I would say that Earth Day was just a celebration, and people have probably already forgotten about it," said Wise. "There was no serious activism, but the people were educated. Education in small groups is the key."

Bike to Shaker Day will be sponsored by the Environmental club on May 16. There will be free food and lemonade for anyone who bikes to school, and the bikes will be guarded, Wise said.

The Environmental Club recycles about 10 pounds of aluminum cans a week and plans to organize the recycling of ledger (notebook) paper, Wise said.

"We will be taking orders from people who want to buy recycled products sometime in May," Starr said. "The recycling series has to go full circle. We have to recycle products and use them."

Starr said that Earth Day served to dispel the myth that all environmentalists are extremists and leftists.

"Some very conservative public figures are concerned about environmentalist issues, not just political extremists."

According to those involved, Earth Day 1990 was a success.

"The idea of Earth Day was to kick of an earth decade. It will make no difference if it was just one day," Starr said. "It raised some consciousness and changed some minds. Infusing the the energy for people to be concerned with environmental issues their whole lives."

SHAKERITE ARTWORK BY RICK SMITH

EARTH DAY 1990
Club keeps conservation spirit

BY LAURIE GREEN
Staff Reporter

Spurred on by the recent recognition of Earth Day '90, the Environmental Club is stepping up its efforts to promote awareness of environmental problems and change the lifestyles of students to become more environmentally responsible.

The group is advised by science teachers Louisa Starr, Robert Sylak and Harry Wise.

The Environmental Club cites the eventual impact of the greenhouse effect as the number one concern of environmentalists today and believes we should work together to prevent this possible ecological disaster.

The greenhouse effect occurs when certain gases, labeled as "greenhouse" gases, become trapped in the atmosphere. The atmosphere acts like a blanket letting sunlight in but not releasing all of the heat. When greenhouse gases penetrate the ozone layer, it becomes increasingly difficult for the atmosphere to shield us from the sun's blistering heat. Carbon dioxide, which is spewed into the air primarily from exhaust pipes and smoke stacks, is the most damaging greenhouse gas.

Senior Jennifer Moore, a member of the Environmental Club, suggests methods of controlling how much carbon dioxide is emitted into the atmosphere.

"[The Environmental Club is] planning a bike day where students will be asked to walk, bike or take the rapid instead of driving cars," Moore said.

> *"Try to make your parents and friends see what they can do to help."*
> —ETHAN MCCARTY

In addition to carbon dioxide emissions, the Environmental Club said that toxins, such as styrofoam chemicals, air conditioners and aerosols, deplete the ozone layer. Members of the club agree that in saving our atmosphere a definite change must take place in our lifestyles; however, club members believe the change is necessary.

"Set up your house so it is enviromentally responsible and use biodegradable products," sophomore member of the Environmental Club, Ethan McCarty, said. "Try to make your parents and friends see what they can do to help."

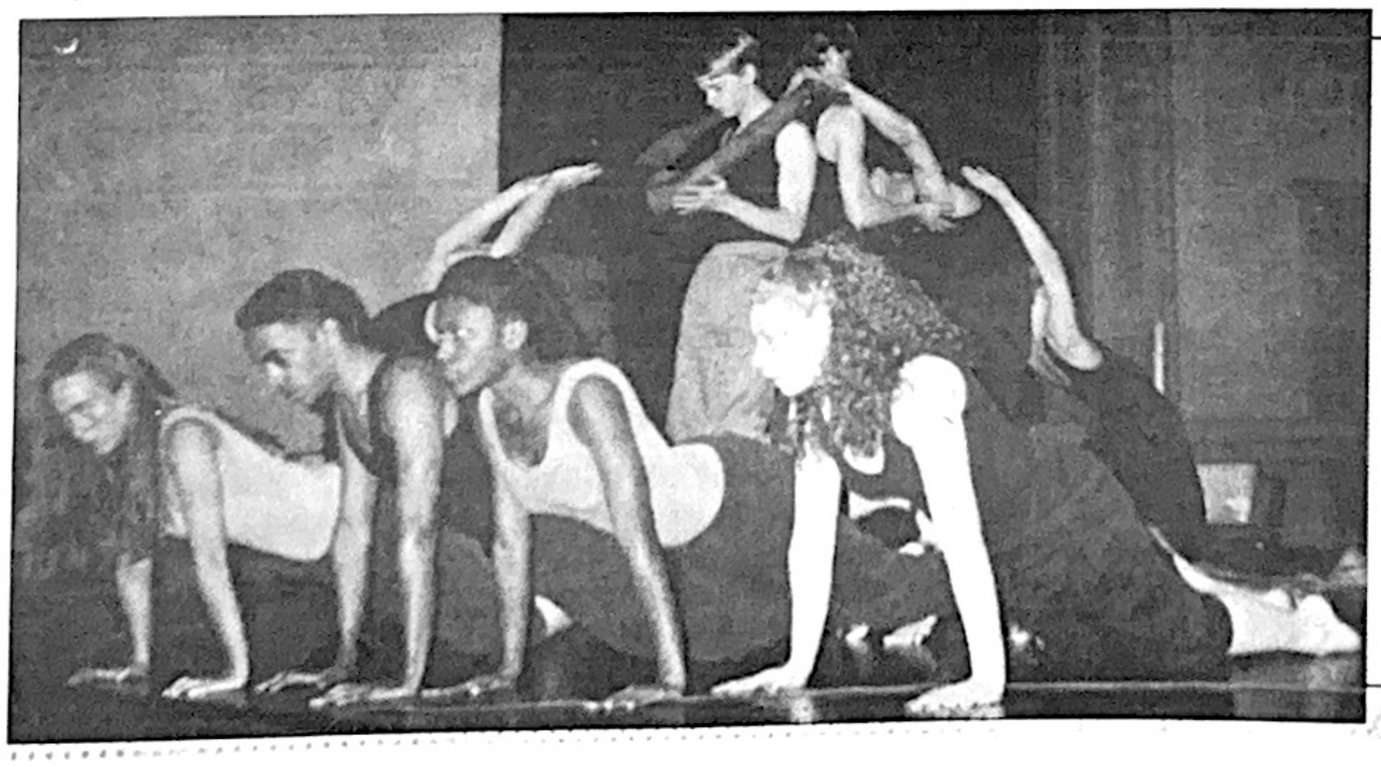
Author Jeffery Holledar reports in "How to Make a Better Place" that as chemicals continue to deplete the ozone layer, the atmosphere is also losing oxygen at a rapid rate. According to Holledar, an area larger than that of a football field of rain forests is being destroyed every second.

Club member freshman Kelly Dunn said that recycling can play a major role in the preservation of the rain forests.

"Try to recycle bottles and aluminum cans at home. Also try to buy recycled paper products," Dunn said.

Moore hopes that by raising people's awareness to the problems that face the environment, solutions are right around the corner.

"Once people realize the seriousness of problems such as the greenhouse effect and fossil fuel pollutions, they will be forced to change," Moore said.



WHALE OF A TIME. During the Earth Day assembly on Thursday, April 12, the Senior Ensemble performed, at one point impersonating whales, who are endangered by polluted oceans and illegal poaching. *Photo courtesy of Nikki Neustadt.*

Student council falls short of responsibility

THE RITE IDEA

Student council should do more than collect blood for the Red Cross and funding for two or three dances a year. As a representative body, the council has been ineffective and seemingly lazy. It has failed to serve its crucial role as a communicator for and a leader of the student body.

With the upcoming elections, we have a chance to choose representatives and leaders who will not only perform the traditional jobs of student government, but will finally initiate some programs of their own.

Where was the council when students were concerned over gang violence? What was student council doing while the faculty was discussing a change in the leveling system? Elected class representatives are exactly that: Spokespersons for each class, designated to convey the views of the students to the faculty, administration and community.

If the student body is galvanized over an issue, such as strict rules about remaining in the building after 3 pm, it is the council's role to hold a public meeting to hear student concerns. Then, it not only follows that council relay the students' wishes to the administration, but in addition, council should represent the students' interests and apply pressure until the issue has been satisfactorily resolved. Some members claim that the administration limits their activities.

That is exactly where council exhibits its willingness to ignore its representative role. Students are not without rights. We should and can have a voice in what happens in our school— we can solicit the support of the PTA if the administration ignores us, we can organize student meetings to discuss issues if the school does not provide a forum, we can at least have exciting Pep rallies.

Council cannot be held entirely responsible for the lack of student involvement in school affairs. Other groups, such as UNITY, have not fulfilled their promise. In addition, the administration has not sought student input on many of its decisions nor has it provided open forums on community problems such as gangs.

Of all the groups in the school, student council has the greatest opportunity to establish a productive communication with the administration. A relatively large group, with a virtually full-time adviser in Doug Dugovics, council can use its time in ways that are not only charitable, but that directly serve the interests of the school and its students.

It is time that we elect representatives who are not afraid of standing up for student interests. It is time that we demand that student council does its job.

If student council cannot do these things, or refuses to put forth the effort, we might as well call it the Blood and Money collection society.

LETTERS TO THE EDITOR

African studies

To the editor:

I am a concerned student of this high school. Everybody talks about how Shaker is almost racially balanced but that's not true. The students do mix races more than any other school, but I don't feel we understand each other as well as the other schools. At Shaker you only mention African-American students in a derogatory manner, such as the fighting, gang problem and low grades and levels of some African-American students. Many African-American students are put into lower level classes even though they not only have the ability, but were supposed to be in advanced placement or level four classes. Seemingly, the only time we hear something positive about African-Americans is during "Black History Month."

The school's curriculum does not help African-Americans much either. In our American history books, there is one section on slavery, how and why we came to the U.S., two pages on Martin Luther King, Jr. and a few paragraphs on Booker T. Washington and Frederick Douglass. There is nothing on Malcolm X or any other civil rights leaders. The African-American history course is an elective, and not many white students take it. Therefore, they don't know much about how we got where we are today and really don't understand us as a people.

The African-American history course should not be an elective; we have to know about European, Russian, and Chinese history in our required Global Studies course, and about white American history—why not African-American history? Do we not also have an important part in our country's history? As an elective course, many students cannot or will not find the time or place to put it into their schedule. If it were required, everybody would know how to improve race relations between whites, blacks and all other races. If we all do what we can to better race relations, then I believe Shaker can really a "perfectly mixed" school, without problems of race relations, or at least with less problems than we have now and have had in the recent past. I say to all the people at Shaker, if we start here we might be able to change race relations all over. With the current problems, how can we accurately call Shaker racially balanced?

Lori Mosee, Junior

Respect for women

To the editor:

In the last issue of the Shakerite, the article about date rape really tripped my head out. It's appalling to see that guys have to harm girls to get what they want, to feel superior. Thanks to my English teacher, Dr. Kelly, our class had the privilege to speak about this dilemma as well as young men and women's relationship's with each other. A woman is a very strong person and has a mind of her own. I think it is stupid as hell for some guy to force a young woman into doing something she does not want to do, especially raping her. This was written to support all of the women of the world, but since I am a young Black brother, I would rather speak on the women of my race.

I really hate the way our Black women are being treated. Many people do not know the true facts. And the true facts are that the Black woman is the Mother of Civilization. She is the creator of all people on the planet Earth. If you show disrespect for a Black woman, you're showing disrespect for your whole existence. If you think I'm lying, please try and prove me wrong. When Charles Leakey went to search for the origins of mankind, he discovered the first human bones in Africa. He then took the DNA of these bones and traced it back to the Black woman. These are some of the important facts that are hidden from us. Once Black sisters are aware of this, it will build up a brick wall of pride and confidence that will help them better relate to their African heritage. Black women must be treated with respect at all times. But Black sisters must also try to give Black males some respect as well. If we as Black brothers and sisters can first respect each other, we will then learn to respect others as well. "It takes a man to stand, but it takes a woman to make a stronger man." Peace.

Alvin Watkins, Junior

Improved coverage

To the editor:

The Shakerite has succeeded again producing a student newspaper that neglects the issues most important to the students. On top of that, the charicatures of Black males wearing African medallions and high-tops only adds to the distorted view of Black males. Since this school is numerically integrated, the Shakerite does a serious disservice to all of its readers, especially Black readers, by presenting only negative images of Black Americans.

I agree with Jennifer Bliss, questioning the lack of attention to the release of Nelson Mandela and the election of L. Douglas Wilder as Governor of Virginia. Yet the Berlin Wall and homeless Clevelanders received siginificant coverage. When a "Black" function is covered, why does the Shakerite choose only to cover social misconduct? Positive Black achievement at Shaker and in the community is equally important and deserving of significant Shakerite coverage as compared to a positive "White" function. Perhaps if the Shakerite staff would not portray Black Americans on the basis of outdated and generally untrue characterizations, more positive response may result from Black readers.

Judging from the apology offered by Josh Levy, the Shakerite is serious in its efforts to assemble a staff that best represents the student body; however, journalism class should not be part of the selection process. This requirement limits the staff to a precious few who take the class. Give the student body a decent chance to become a part of the Shakerite. The question for the Shakerite is whether it will continue to be a clique-written document or whether it will open its arms to a truer reflection of the community that is Shaker!

Corey R. Hill, Senior

THIS ISSUE, A PUBLIC FORUM FOR AND ABOUT THE STUDENTS OF SHAKER HEIGHTS HIGH SCHOOL, IS THE SEVENTH ONE OF THE 1989-1990 SCHOOL YEAR.

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Letter from the editor

Shakerite editors bid farewell

After a great year of being Co-Editors-in-Chief, it is time for us to flee the halls of high school and leave the pages of the paper. Still, we can't depart without saying thank you, Shaker, and goodbye.

We have covered some meaningful and provocative issues throughout this year— gang violence, homelessness, academic achievement, teen sexuality are just a few examples. Quality journalism has been our pursuit throughout the year, and it is due to the dedicated investigative reporting of the Shakerite staff that these issues have come to the community's attention.

We wish the Shakerite staff of '90-'91 the best of luck. We are confident that they will call on their wealth of talent to cover issues which concern the entire student body. As they continue to increase the Shakerite's contact with each and every student group, the paper can only improve.

Our adviser, Sally Schwartz, who has been a caring mentor through our four years in the high school, must be recognized for her devotion to the paper. Without her enthusiastic support, the paper could not be produced.

As we produce our last issue of the Shakerite (the new staff writes the June edition), we must thank the staff for all of its fine work of the past year.

We also would like to honor our fellow departing seniors for their dedication and integrity: Business Manager Jon Hurwitz, Opinion Editor Austin Ratner, News Editor Stephen Lee, Centerpiece Editor Kristi Gobel, Centerpiece and Art Editor Rick Smith, Sports Editor Stacy Schlein, Photography Editor Evan Weinstein, Advertising Manager Pam Ostuw, Copy-Editor Maureen Mahowald, Computer Coordinator Ori Gottlieb, Reporters Varuni Kondagunta, Jennifer Coiley, Lisala Peery, Devin Friedman, Brandon Collier and Andrew Jorgensen and Photographer/Reporter Brenda Johnson.

Thanks for a meaningful and enjoyable four years.

Co-editors-in-chief, Sarah Davis and Joshua Levy

CHEERS AND JEERS

CHEERS—to Earth. Happy belated Earth Day, and many happy returns.

CHEERS—to Senior Project. Only 11 schooldays left!

JEERS—to admissions officers—specifically . . .

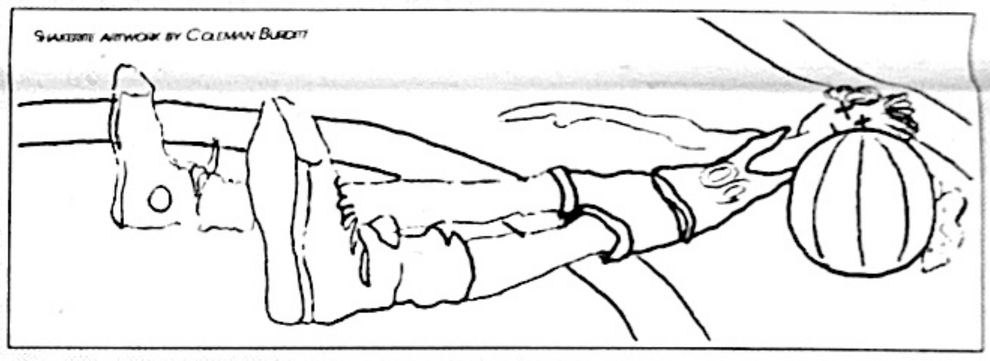
JEERS—to the 23 minute lunch period. But. . .

CHEERS—to the fact that there are only 253 minutes of lunch left until Senior Project!

CHEERS—to the closing of the high school pool. My parents said when hearing the news, "I remember swimming in that very same pool." "And probably in the very same water," I added. Goodbye pool.

CHEERS—to Shaker teachers, Bob and Lori White and their first child, Robert Patrick White, born Apr. 7.

CHEERS—to Charles Barkley of the Philadelphia 76ers for clocking Bill Laimbeer in the eye. This calls for a national holiday.



Bible valuable literature for 10th grade English

BY MIKE GIANNELLI
Staff Reporter

The Bible is one of the most influential books in the literature of our Western culture. Therefore, it is, and has been for over 20 years, justifiably included in 10th grade, level four English classes. In these classes the Bible is read only as a great literary work. The reading of the Bible in school is not intended to, nor should it, sway students' religious beliefs.

It is possible for a student to read a book, and obtain a great deal of insight from the book, but not believe in it. Take for example, the original "Communist Manifesto" by Karl Marx and Friedrich Engels. While you are perfectly free to disagree with every one of Marx and Engels' ideas and theories, it is nonetheless important to read the "Manifesto." Communism is historically and currently a powerful force in society and it must be understood.

The same may be applied to Adolf Hitler's "Mein Kampf." Hitler's book was regarded as the bible for German Nazis. Its ideology and that of its author, may be held directly or indirectly responsible for the deaths of at least 12 million people. While Adolf Hitler was probably one of the sickest men of the 20th century, he may also have been the most influential. You may read "Mein Kampf" and reject all of its ideas. However, the opportunity to understand forces which critically change people's lives must be appreciated.

Units on mythology are taught in school. Very few still believe in Zeus, yet many know the stories about him. Should students feel compelled to believe in polytheism? On one rare occasion, a student and his parents had a serious religious objection to a mythology unit.. In this case, the student was not forced to read the mythology material and was given other work.

The intention of the English department concerning the reading of the Bible runs along the same lines. It is clearly not to influence students' beliefs.

Department head, Dr. Bill Newby, said that it is important that all students and parents understand that the Bible is not being taught as religion but for cultural content and for the many literary allusions which students will subsequently read. The three level four 10th grade English teachers, Helen Byrdsong, Ellen Kelly and Julia Worley offered similar opinions.

Kelly, whose husband is the head of the Religion Department at John Carroll University, said that "because the Bible is such an influential piece of literature, it should be read."

Worley said that she is teaching the Bible as literature and she is "stressing quality, interest, plot, characters, irony, poetry and imagery. And that those are not the same as religious interpretations."

Worley also said that the Bible is "an important part of world literature which the whole Western culture knows about."

Worley added that countless authors have made Biblical references and allusions in their writings. Authors such as Dante, Benjamin Franklin, Robert Frost, Herman Melville, William Shakespeare, John Steinbeck, Mark Twain, Robert Louis Stevenson, Walt Whitman and hundreds of other famous authors have all used Biblical allusions.

Many famous expressions originated in the Bible too. "An eye for an eye," "woe is me," "in the twinkling of an eye," "turn the other cheek" and "two are better than one" are only a few.

In addition to literary works and expressions, Biblical allusions are made in many other forms. Many serious works of "poetry, art and music throughout history have used Biblical subjects," said Worley.

In drama also, having a Biblical background can help one appreciate and understand works, such as "Godspell" and "Joseph and the Amazing Technicolored Dreamcoat."

Byrdsong also said that it is a tribute to the English department that the Bible is read. She further remarked that it says a lot about our community, its openness, its liberalism and its willingness to allow its children to see all areas, to be aware of other people's beliefs.

The English department should be congratulated for their efforts in appropriately expanding students' knowledge and awareness of their Western culture.

Sense of community must be fostered

BY JOSHUA LEVY
Co-Editor-in-Chief

I'm not claiming to be the community swami, but I am confident Shaker voters will pass the May 8 Bond Issue. And well they should. Yet the Bond Issue's effect upon the school isn't nearly as important as the force which brings Shaker successful school levies and bond issues year after year. This same force has placed Shaker on the map as being one of the nation's finest public school systems. This force is the student body.

In my four years at Shaker I have felt this gem has been taken for granted and a sense of community is clearly lacking.

It seems the school has its priorities running amok. Granted, the school's purpose is to educate. But education is not limited to the classroom—not even in a school building. The administration has deservedly praised students who have achieved academically and in extra-curricular activities.

However, this is not the only portion of the school which is successful. There are many students who choose to achieve outside of school. This does not make them unsuccessful and does not mean these students cannot contribute to the scholastic process. While an artistic student might be commended by his art teacher, he might be downgraded by a teacher in a class where he does not excel. The school needs to create an atmosphere where every student feels good about himself all day, not just in one specialized class.

This can be achieved by implementing all-school programs, such as the proposed Dialogues '88 and Gang Day, which would involve every student. Gang Day was designed to reduce gang activity and create a greater awareness of human relations among students. Unfortunately, Dr. Rumbaugh, who originally proposed Gang Day, denied the program was ever conceived.

Dialogues '88, a program in which students from each facet of the school would sit and discuss human relations, was well received by the administration at first. But it was never implemented.

If Shaker is to be the educational powerhouse it can be, the school must direct its effort toward the student body's development and not individual achievement alone.

Problems behind Shaker's apparent success

PERSPECTIVE

BY AUSTIN RATNER
Opinion Editor

Reflecting on my years at Shaker, I can say I feel sure there's no other place I would rather have gone to school and no other community I would rather have grown up in. However, this does not mean that I feel my high school experience was without some serious problems.

Shaker has always taken pride in its name and its reputation as one of the finest public schools in the country. Indeed, the achievements of Shaker students and faculty are and have been impressive. Shaker graduates at any school will attest to the superiority of his or her preparation for college. We consistently produce high numbers of National Merit Semifinalists, score extremely well on AP exams, are prolific in the arts and are active in numerous and successful organizations and sports teams.

However, behind this apparent success, perhaps, is entirely too much emphasis on the appearance, the superficial achievement. The concern many of the high school's educators may have for this show of achievement has hurt the actual value of the education offered and has also damaged the individuals in the school.

I have found that in many of the AP courses, catering to the AP exam and ordering the whole course around potential achievement on this test has displaced much of the emphasis on the actual development of the student. Though the AP exams may offer teachers a good standard from which to work, there is too often a submission of course goals to the expectations of the exam. Often AP teachers become more concerned with performance of their students than with their acquisition of conceptual and integrative understandings or of basic skills. There is rapid assumption of a large body of material with less teacher/student interaction and little development of a student's fundamental grasp of the subject.

Teachers given the independence to run an AP course are sometimes arbitrary in grading, and there is no effective avenue for appeal or student action to ensure teachers' application of standards. There is sometimes a lack of appreciation for the real quality of the student's work; and there is a lack of attention given to the student's class experience in the absence of a monitoring system.

Also, those teachers who devote all energy to the demands of the AP exam sometimes grade as if a student's work were the AP exam. Instead of using the grade instructionally to explain what has been done wrong and how it can be fixed, teachers may grade without explanation, as if to say, "This is wrong, try to get it right next time." Uninstructional grading again reflects a failure to emphasize student growth and cultivation of fundamental skills and understandings.

. . . behind [Shaker's] apparent success, perhaps, is entirely too much emphasis on the appearance, the superficial achievement.

Sadly, the result of these curricular problems can be a terribly exhausting and empty experience for students. Not only may this educational approach be unproductive and tiring, but it serves to reduce the importance of the individual in the educational process. It makes the student feel antagonized and pressured rather than participatory in a growing experience. Development of individual academic enthusiasm and self-esteem is hindered as well as the actual educational value reduced.

This attitude and misdirection in the classroom is not limited to AP curricula. A competitiveness and stress on grades and class rank is fostered, in many ways, by the educators and the general environment they have created. It is not beyond expectation that students take courses as hard as they can handle and devote as much time as possible to them. This makes more difficult devotion to creative and general outside interests and—God forbid—pursuits unrelated to school. If one gets too caught up in the "achievement game," one may miss out on important development and life-experience which is not academic.

Perhaps it is in this atmosphere that the role of sports has been diminished. There are no intramurals at Shaker, which would give kids the opportunity to play less competitively, or enable those to play who don't have the time to contribute to a varsity sport. Many of the high school teams that do exist may also be too competitive. Of course the best players should play, but that does not necessitate excluding interested and dedicated try-outs from some participation on the team at the very least, particularly at the prevarsity levels. Athletics play an important role in developing self-esteem, a sense of membership and simply providing outlet and enjoyment. The current system excludes those with less time and those with less experience or ability from any such opportunity.

I wrote the beginning of this column before my rejection from the colleges of my choice; however the relatively low success of this year's senior class in getting into the top schools of their choice reflects another serious problem Shaker may have. Shaker costs far more than most other public schools per pupil, ostensibly because it delivers a better product. It is apparent that Shaker has little influence on college admissions—at least no more than other public schools.

The college admissions process is by no means controllable, and Shaker cannot be fully blamed for low success there. But when a class reputed to be one of the strongest in years at Shaker doesn't get in its share, some weakness has been demonstrated.

I have invested myself heavily in my academic career, and I have learned one lesson, if nothing else, in high school—that nothing is fair and there's nothing you can do about it.

If anyone is interested, I suggest creation of some means for, and attention given to, student input on teachers, perhaps within each department; I suggest establishing the priority of fundamental student development and enforcing execution of this priority within each department; I suggest limiting the number of AP courses students are allowed to take to prevent student overkill; I suggest creating intramurals; I suggest that Shaker make clear to colleges that it is indeed one of the best college preparatory institutions in the nation (problems though it may have) so that it no longer contributes to the corruption of the college admissions merit system.

Whatever the reason may be, I have perceived at Shaker an unfortunate trend demeaning the individual and sacrificing integral value for surface value. Though there *have been teachers I really respected and* courses I really enjoyed, and though I have profited overall from my Shaker education, and appreciate it for its technical superiority to that available elsewhere, my high school experience has been to some degree more limiting and punishing than anything else.

Being short—a dilemma of small proportions

BY RAMIN PIROUZ
Staff Reporter

A small man's dream: Shaker Heights High is a small school. Shaker people are small people. . . . As a matter of fact, all people are small. As I walk down the halls of Shaker brushing the dirt of the ceiling with my hair, I peer down at the miniscule faces staring helplessly up. Walking into Journalism class, I accidentally bang my head against the top of the door. I sit down in front of a mini-man. He pulls out 10 phone books to sit on so he can see over the top of me. I merely laugh and play connect the dots with the dandruff of the person in front of me. Class ends and I leave.

Gym time. Gym is always my favorite class. I look at the mini-man in front of me and tell him to stand up. He tells me he already was. I laughed. We start to play basketball and I hate every minute of it. I keep getting my head stuck in the hoop. Also many mini-men are hacking away at my calves with outstretched arms. I merely scrape them off with my foot. And whenever I try to pass to a mini-man it always goes over his head. Not only that, but the basketball keeps getting lost in the palm of my hand.

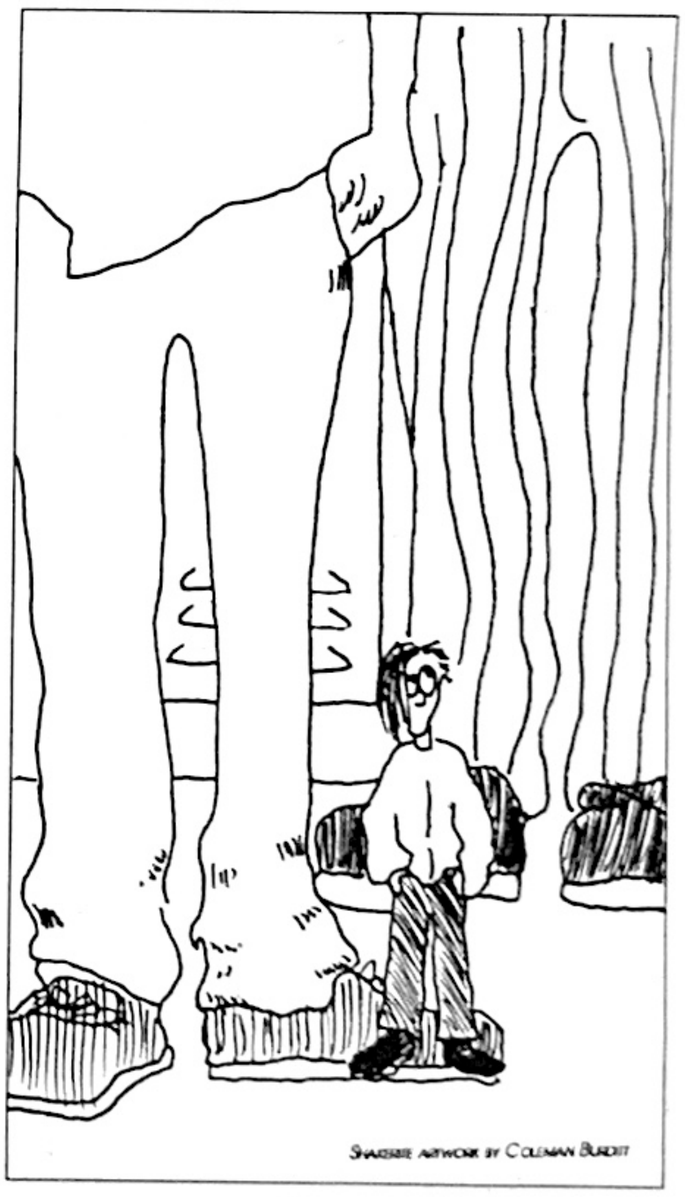
Unforunately, this was all a dream.

The fact is, I am two inches short of five feet. Ponder for awhile, walking around in the high school at that height. Personally, I've been weaving my way through the crowded halls of Shaker for over a semester now. Let me take you through the treacherous journey of getting from one class to another.

A good analogy might be putting yourself in a maze with moving walls two feet higher than yourself. First of all I exit the classroom door. I don't really have any problem with this part—I mean it's not like I'm going to bang my head against the top of the door. Now things get tricky. I look around to an open passage through the sea of bodies. After I have mapped out my way to my destination, I step into the crowd and flow with the general direction until I can get my whereabouts. Looking up, down, left and right, I sometimes get a glimpse of a ray of light, but mostly I'm staring at kneecaps. After some interesting cuts, spins, turns and fakes, I manage to reach into a clear and prepare for the next onslaught of human flesh, or should I say kneecaps.

That's not all. Now I have to prepare for the jokes, the wisecracks, the funnies. "Damn man, that kid is small." Maybe . . . well, actually yes, but you're ugly. "Hey kid, Woodbury is down the street." Yeah, you're a comedian. "He's sooo cute. He must be visiting his brother." No, I'm not visiting my brother. I, me, yes all 4 feet 10 inches of me, am in the high school.

I may be small, but I have to be pretty tough to handle this everyday. Sometimes, I even like school a little. But I repeat—a little. I have not had my growth spurt yet, but it will come someday, and all those people that ever said anything to me are going to wish they never had.



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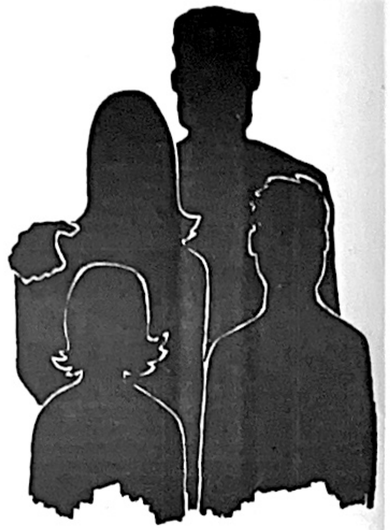
SHAKERITE

THE FAMILY PHOTO



Here's a story...

Media exploits stepfamilies

BY SARAH STEWART
Staff Reporter

COMMENTARY

"This group must somehow form a family," sings "The Brady Bunch" theme song. This is a wish shared by many stepfamilies-to-be.

The concept of a stepfamily is by no means ideal, and for some families becoming a harmonious group is difficult. Children are forced to adjust to a "new" parent and possible siblings while most are still likely recovering from a divorce or the death of one parent, according to psychologists John and Emily Visher in the Newsweek Winter-Spring special issue.

"The myth is that once you are remarried, you ride off into the sunset and everybody lives happily ever after," the Vishers said. "It's not that way at all."

The media, through television and movies, can either help or hinder children's acceptance of their new environment. Recent figures show that seven million children live in stepfamilies.

According to the Stepfamily Association of America, 1,300 new stepfamilies with children form daily. As this number increases, so does concern about the image of the stereotypical stepfamily.

According to Jacqueline Shachter, professor of education at Temple University, there is reason to blame America's prejudice against stepmothers on children's literature and folklore.

Stepfamilies are often depicted in the media either as cruel or perfect. Neither of these extremes is realistic or beneficial to children.

Frequently, stepmothers are portrayed as "wicked" in the media. This image can be seen in such Disney classics as 'Snow White' and 'Cinderella.' In both of these animated films, the heroines are cruelly mistreated by their stepmothers.

While it is farfetched to allege that stories such as "Snow White" and "Cinderella" instill a fear of stepfamilies in all who hear them, there is reason to believe that children are affected.

Snow White is as pure as a spring day, sweet as honey, and her evil stepmother is consumed with jealousy. Snow White is her target and cherry-red apples are her ammunition. Armed with her "loaded" basket of poisoned apples, the queen's knock on the Seven Dwarves' door was Snow White's knock of doom. Eventually, Snow White's prince finds her, but the agony she goes through prior to that miracle kiss is the fault of one woman, her evil stepmother.

Cinderella's hardships may have been less violent than those of Snow White, but imagine the back pains she incurred scouring the floors day after day. Those dishpan hands could get anybody down, but that is not the worst of it.

Cinderella was almost deprived of one of the passages into womanhood, thanks to her "loving" stepmother. The repression she forced upon Cinderella was merciless. Most mothers would be more sensitive to the wishes of a girl in her tender, teenage years.

The cruelty that Hansel and Gretel, the brother-sister team from the Grimm brothers "Hansel and Gretel," received is unique. What could be more moving than two kids, dropping their bread crumbs to the ground, as they find their way into the trap of a sweet-toothed old woman?

It is easy to imagine any child, especially one who has recently acquired a stepmother, being frightened by the idea of "Hansel and Gretel." The child may perceive that "normal" children do not have any problems and that their new stepparent will hurt them.

If children learn of the cruel things that a fictitious stepmother does, sophomore Melissa Miller said, then they might see their own stepmother in the same way as her fictitious counterpart.

In some cases the child must also adjust to stepsiblings. In "Cinderella," not only is Cinderella mistreated by her stepmother, she is ostracized by her stepsisters.

Although the media frequently depicts relationships between children and their stepparents as unhappy, television's "The Brady Bunch" is an exception.

The Brady's represent the utopian stepfamily. There is no jealousy and everybody appears to love each other equally. This type of environment, however, contradicts fairytale depictions of the stepfamily, this portrayal is no more realistic.

Acts of cruelty may inspire fear, but the constant happiness of "*The Brady Bunch*" inspires doubt. One cannot believe that nine people, overnight, can instantly be free of fear and resentment. Not even "The Brady Bunch" can have that happy of an ending.

Divorce is one of the greatest tragedies that can strike a child's life. Splitting a family, no matter how one looks at it, is not good for anyone involved. Children, especially those between the ages of 10 and 15, according to psychology teacher Baird Wiehe, need the stability provided by both natural parents. Frequently, said Wiehe, that when this environment does not exist, the child becomes an overburdened child, one who tries to take on the roles and responsibilities of the missing parent. Otherwise the child may, later in life, have difficulty developing steady, loving relationships.

According to the November, 1988, "Psychology Today," and the Jan. 29, 1990, "Newsweek", remarriage often follows divorce.

Over one million remarriages occur yearly in the United States.

Since 1970, the number of remarriages has increased by 63 percent.

One third of all Americans will remarry at least once.

Only four of every ten adults are currently married to their first spouse.

Approxiamately 40 percent of remarriages involve children.

One in every 10, or 15 million children live with a stepparent.

One out of four children born in the 1980's will live in a stepfamily by age 18.

Only eight percent of all children live with stepfathers, but 30 percent of all cases of sexual abuse between adults and children involves stepfathers.

Adolescent stepchildren are five times more likely to receive psychological counseling and twice as likely to fail in school than children who live with both natural parents.

'Normal' families non-existent

BY VARUNI KONDAGUNTA
Staff Reporter

"I wish I had a 'normal' family." America's average family used to have two parents of the same ethnic background with 2.3 children, a dog and a station wagon. So claims the popular myth.

Today's students, however, define family differently. Other modes of family life are becoming more prevalent including biracial families, families with adopted children, families in which a divorce has taken place and families that, through remarriage, have gained stepparents and stepsiblings.

'Good family life.'

Having parents that are divorced may or may not be a major concern of the children. In some cases, the divorce is messy and the children may be caught in the middle of a custody battle.

According to an anonymous student whose parents were divorced when he was five, his older sister and he were overly involved in the divorce which should have only involved their parents.

"My sister resents the divorce," he said. "I really do not have any feelings about it since I was so young."

Following a divorce, about one-third of all adults get remarried, according to the January 29, 1990, Newsweek. The problems that arise from this situation can be attributed to jealousies or anger over the divorce itself.

"I really don't get along with my stepmother but I don't know why. She just doesn't like me and I don't like her," one anonymous freshman said.

The trauma of a divorce in the family can affect a child deeply. According to students from families which have undergone divorce, things at home can be hectic and uncomfortable, and it takes a while to recover from the experience.

"For a while, things were really uncomfortable, but that prompted us to get family counseling. It helped, kind of," junior Scott Fiero said.

In other cases, divorce affects the children indirectly.

"I have never experienced life with my parents together; I mean, it is almost as if they were never together," Fiero said. Fiero's parents were divorced when he was one and a half years old.

Still, divorce may have occurred on such good terms that the parents still get along well and the children do not feel many affects of divorce.

"I see my father once in a while. My parents get along fine now, and I do not feel any tension. I feel that I have a good family life," said freshman Carlie Kornbluth, whose parents divorced several years ago.

Remarried, with children.

Adjusting to new members of a family through remarriage can be hard. Stepparents, stepsisters and stepbrothers are not uncommon since 70 percent of divorced individuals eventually remarry.

"My mother is getting remarried and we are all really happy about it. I am on good terms with my mother's fiancee. He is almost like another parent since he helps me with my homework," Kornbluth said.

For other children involved in stepfamily relationships, the acceptance of the "new" parent is not as easy.

"My stepmother and I did not get along at all. I guess we both did not want to accept that someone else was taking up dad's time. I felt bad that I could not have the same relationship with my dad as before," Fiero said. "It took us between 10 and 11 years and family counseling before we started to get along. But they got divorced too, so. . . . My mother got remarried and I get along great with my stepfather. We don't have any problems."

Different situations can occur, and problems can be handled in various ways.

"I just do what comes natural," Fiero said. "My mother's friends help out a lot. They are people close enough to call 'Aunt' and 'Uncle.' They give me a lot of support and helped me when I was little with Boy Scouts and stuff."

According to Fiero, friends of the family help ease the step-family situation. Other students agree.

"I am basically independent from my family. I deal with almost all of my problems on my own," thesaid. "I really believe that relatives would help [ease the situation]. But the main *thing is to keep yourself going and to not let fa*milial and parental problems get you down."

'I do not classify myself (racially).'

"My parents are my parents," senior Todd Griffin said. "My mother is white and my father is black."

A bi-racial family is a situation in which, according to 1987 figures, 170,000 children are involved.

"[A bi-racial family] should not make a difference, but sometimes it does," Griffin said.

Being a child from a racially mixed home has caused identity problems for Griffin, however, he has found a way to deal with them.

"I do not classify myself as black or white. Some people have a hard time with this, but I refuse to choose one or the other," Griffin said. "Legally, if a person is 1/16 black, he is considered black, but if I considered myself to be black, then it would be like I did not even have a mother. How could I say that?"

Problems caused by societies perceptions of the traditional and "normal" families are inevitable. Dealing with these problems is hard, but the Griffin family has learned to accept them.

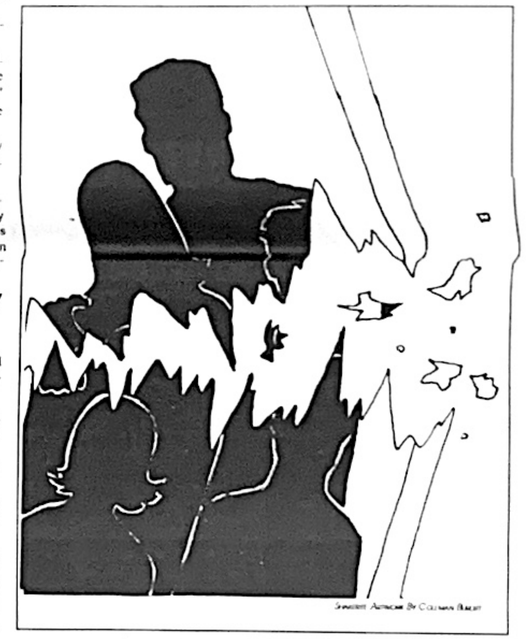
"People always assume that my father and mother are separate, like when we're in line or something," Griffin said. "But things are better now than they were when my first got married. In the 60's once, my father got arrested for being with my mom. At least things like that don't happen anymore."

Parents are parents.

Being an adopted child can be a special family situation as well. According to an anonymous student who recently was told that he was adopted, things have not been different since he had not known that he was adopted.

"Things shouldn't be different now that I know that I'm adopted, but I think about it all the time. I wonder who my real parents are, why they had me in the first place and what made them give me up," the student said.

More than the reality of being adopted, this student is affected by knowing that his parents chose not to tell him until recently that he was adopted.



Student Artwork By Colleen Bauer

"I feel deceived that they kept a fact about my personal life a secret until now. I deserved to know sooner and they should have told me a lot sooner," the student said. "Even now, I feel weird asking them anything about it, but I really want to know about my past. I guess I'll just wait a while, and eventually, they'll tell me."

Adopted children are often worried about not being loved, but according to experts, adopted children are the most loved children since they were wanted so much.

"I really don't even consider my biological parents my parents. I hate them. My parents are my parents. They're the ones that cared for me and loved me all these years. So, they're my real parents," he said.

Although living with natural parents may be called the ideal situation by society, it is not always possible. No matter who one lives with, be it natural parents, adoptive parents or stepparents, everyone has a family.

'The Avenue' dazzles Cleveland

BY LESLY BLANTON
Staff Reporter

If the back of your car sports a 'Shop 'til you Drop' bumper sticker, if the idea of a huge mall with almost limitless stores makes your mouth water, then Tower City is the place for you.

This 300,000 square foot shopping extravaganza has a 110 store capacity, 45 of which are open. Gucci, Fendi, Victoria's Secret and Double Day Book Shop are among those still to open. Tower City is also the home of Hoyt's movie theater that will eventually show up to 11 movies at a time.

A large movie theater is not the only thing appealing about The Avenue, which is the actual name of the shopping center. Tower City's atmosphere is beautiful. When walking in from Public Square, a bubbling water fountain encased in green marble greets shoppers. The rhythm of soothing piano music welcomes you as sunlight from the glass ceiling brightens everything.

For hardcore shoppers, the stores mean everything. As you walk into the Campagnie Internationale Express you notice immediately its differences from other stores. The glossy black wall and shelves with silver trim come together with statues of the Sphinx and harps with the 'EXP' of Express printed on them. This season's colors flash at you in bright electric blues, greens and yellows. Leather watches and stylish hats are draped in display cases and shelves.

Sophisticated dressers will love the Liz Claiborne store. You only have to walk around the store to know that it is for serious shoppers. It carries everything from curve hugging dresses and shorts to suit jackets and skirts. Leather hand bags, scarves, sun glasses and perfume, all with the Liz Claiborne name, decorate the store. Should you wish to buy shoes to go with the new outfit you buy, never fear since a selection of high fashion shoes is available.

If exotic clothes and jewelry are what you are looking for, visit Cache where gold and glass are standard trim and finding leather rhinestone earrings is as easy as looking in a display case.

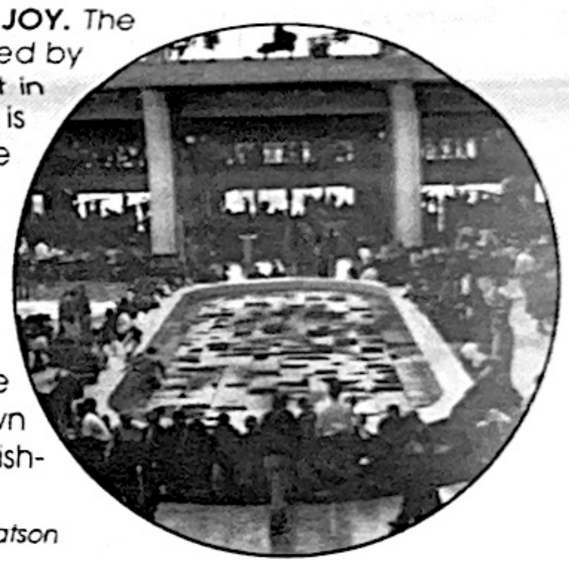
Guys will enjoy Politix with their chic clothes and liberating colors such as rose, mustard, olive and rust. Golland shoes has designer socks and various shoe styles including black snakeskin tennis shoes, Bally, Church, Sebago and Cole-Hahn.

Whenever you tire from shopping you can sit down and get something to eat in the food court, Steam Diner. Every food lover's whim is satisfied in Tower City. There is an Arby's, McDonald's, Chinese food, chicken, steak and pizza. The restaurant The Styx Grille even goes so far as to serve swordfish. Pastries from a French bakery, chocolate from Fanny Farmer or frozen yogurt (for health freaks) are available for dessert.

Tower City is waiting to be discovered, so the next time you have money to burn, go over to Tower City and spend, spend, spend.

LOVE OF MY LIFE. The Chevy sitting in the window of the new Record Town is a beautiful reminder of the 50's. At the same time it makes shoppers' mouths water. *Photo by Hallie Watson*

TOWER CITY



FOUNTAIN OF JOY. *The fountain located by the food court in* The Avenue is designed like one of the fountains at Epcot Center. It is being prepared for water and for the pennies thrown by hopeful wishers.
Photo by Hallie Watson

When you wish upon a star, Dreams really do come true

BY SHERI SPITZ
Spotlight Editor

At last I can believe in Cleveland again. Tower City has added a light to the city that I haven't seen in my entire life. And the two best stores are Record Town and the Disney Store.

From the moment I laid eyes upon the exquisite cherry-red, 1957 Chevy convertible in the Record Town store window, I knew I was in love. And it only got better.

One of the best features in the new Record Town is the Personics system. The Personics company puts out catalogues which are available in the store. They list songs by various artists and titles. From this catalog, customers can choose any list of songs that equal up to 90 minutes (25 songs is the maximum) and make their own tape.

The consumer picks the song he or she wants, and within 10 minutes has a tape with hand picked music, a label with the songs printed on it and his or her own name on the cover.

A system has been devised by which buyers can listen to around 45 seconds of the song they are interested in. The interested consumer simply puts on earphones, plugs in the number from the catalog for the selected song, and then listens. The store has wall to wall tapes and compact discs and it even has (gasp) records and 45's. Singles on tapes are available from the past as well as the present. Everything from The Bunny Hop to Technotronic can be found in Record Town.

In the back of the store there is a section called Saturday Matinee which sells videos. The movies, like the music section, are from the past and present, and all kinds of movies are well-represented.

It seems that the Tower City shoppers share my high opinion of Record Town.

"This place is packed by mid-afternoon Saturdays," Shaker alumni and Record Town Service Representative Joshua Friedman said.

Despite the heavy crowds, the employees at Record Town are friendly and helpful.

The Disney store, located at the entrance to Tower City from Public Square, is another store that has to deal with incredible crowds. On opening day, I was told, the line to get in extended all the way into Public Square.

The Disney Store is the first one of its kind in Ohio. It makes me want to be a little girl again. In a store with so many children, I expected to hear screaming and crying, yet when I looked around all I saw were children standing with their mouths open in awe. The only cries I heard were "Mommy, look at this, can I get it?"

As I stood in the door and looked around, I saw Pinochio proudly exclaiming on a screen in the back that he had NO strings to hold him down. I looked towards the bottom of the screen where the words were printed and found that I could easily sing along by following the bouncing Mickey head.

I moved around the brightly colored pastel pink and green store, and my eye happened to catch a huge stuffed Mickey sitting in one corner. I looked him over searching for a price tag. I had just come to the conclusion that the price was too large to fit on a tag, when one of the Mickey Mouse letter-sweater-clad saleswomen informed me that it cost $350.

On the right of Mickey there was a large mound of stuffed animals representing all the Disney characters. There were little Mickey figurines and Mickey lunchboxes and there was even a Mickey 3-D viewmaster and a Talking Mickey toothbrush.

The sales people at the store are approachable as well as salutary. They made my trip to the Disney store informative and exciting.

The Disney theme song, 'When you wish upon a star' made a promise to me when I was a little girl. "When you wish upon a star, your dreams come true," the song said. Finally with the new Disney Store and the new Record Town at Tower City, two of my wishes have been fulfilled.

Holocaust over, but memories still linger

Mixed feelings surround band's trip to Germany

BY KATHERINE SCHULZ
Staff Reporter

From March 22 to 30, the Concert Band, Wind Ensemble and Jazz Band traveled and performed in East and West Germany. The band spent four days in Goslar, West Germany. The students resided with individual families in Goslar and then traveled into East Germany and East and West Berlin.

"The Holocaust was a terrible event, and I don't think that we should support Germany in any way," said band member junior Ben Leis who did not attend the band's trip to Germany because of his feelings about the Holocaust.

Although the majority of the 125-member band disagreed with Leis' statement, many were faced with the dilemma of forgiving a country which persecuted millions of people nearly 50 years ago.

"Six million people is an awful lot," said freshman Jason Cohen, who also did not attend the trip. "No matter how free Germany is, no matter how great the changes are, I can't forget [the Holocaust]. It isn't that I have anything against any particular German people, it's just that I can't accept their people because of what they did to ours."

However, sophomore Ted Folkman disagreed saying that in order to move forward, people must remember things change.

"Well, of course you remember that was the same Germany of the 1930's and 40's, but I'm from a different generation and so are they. We can't let the past destroy a positive interaction," Folkman said.

Junior Becky Freeman agreed that Germany should not be forever associated with the crimes of World War II.

"World War II was in 1945. I don't think we should forget, but people coming to the U.S. from Japan don't associate the U.S. with internment camps, or at least I certainly hope not," Freeman said. "I think it would be closed minded of us to associate all of Germany with Nazis."

Many who were apprehensive about going found themselves enjoying the trip.

"It would not have been my first choice of countries to go to. But when I got there I was pleasantly surprised with the openness of the people and their genuine feelings of regret," chaperone and band mother Brenda Ellner said.

Administrator James Paces, who accompanied the band to Germany as a chaperone, discussed the issue of Germany's responsibility with his host family while in Goslar.

"Their high school aged daughter dealt with it very differently than the parents. She felt that Germany was the least likely country for catastrophe similar [to the Holocaust] to reoccur because the eyes of the world are on Germany," Paces said. "She said there was a high level of consciousness among the German people. It was an unfortunate legacy that they had to live with, but the blame should not spread to current and future generations."

Mindful of the Holocaust, the band visited a Nazi jail and a hanging area, which has now been converted to a Holocaust memorial in Berlin.

The band also traveled into East Berlin to view the changing of the East German guards and a memorial to the allied war victims. For many people, watching the East Germans' goose step was very painful.

"If I had memories to bring back, they would have done it," Freeman said. "Although I know it wasn't originated by the Nazis, I think it came to be a symbol of them and the whole war era."

Reactions to the marching, as to the whole trip, varied from those who were extremely upset to those who thought it was just a different way of marching.

"It didn't bother me until I noticed some German skinheads behind me goose stepping along with them. That scared me," sophomore Jennifer Margulies said.

Many said that they saw a lot of anti-neo-Nazi graffiti, and the students said that they felt comfortable in Germany.

Band director Hans Bonhert said that he was pleased but not surprised that anti-Semitism did not become an issue. Most students returned with good memories and hopefully an improved image of Germany with a chance for a peaceful future.

"It made me a lot more sensitive to both sides of the issue," said sophomore Lisa Pruett. "I hope that for a lot of people it gave some real insights into the past and maybe more importantly, the future. It was touching. It is a half century later, and maybe the wounds are healing. We can only hope so."

HARMONIZING. Here the band performs in Goslar, West Germany, as part of the nine day exchange. *Photo courtesy of Shelby Hyvonen*

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History class explores African ties

BY JOSHUA LEVY
Co-Editor-in-Chief

Though new to the high school this school year, social studies teacher Ruben Henderson's African -American History course has uncovered the ancient roots of many Shaker students. Cultural education of this type is necessary, according to Henderson, for people to "know who they are".

Some students said that as the present high school U.S. History classes focus on white Americans, African American History provides a more in-depth study of African Americans.

"In a regular history class, I was missing out on certain things. The way the class was taught, we [African American students] didn't feel so good about ourselves as a race," said senior Daneena Glover, African American History student. "This class gives a more in-depth study of African Americans."

> *In a regular history class, I was missing out on certain things. The way the class was taught, we [African American students]didn't feel so good about ourselves as a race. This class gives a more in-depth study of African Americans."*
>
> –DANEENA GLOVER

African-American History is not just for African American students, but is designed to develop every student's cultural perspective, Henderson said.

"This course is not a black course. It is open to everyone," Henderson said. "Living in an integrated society and being a tolerant individual, you must participate in all of society. Students must study all cultures — Jewish, Hispanic, Native American, Italian, Irish etc."

While only one semester, the course supplies a solid understanding of African-American culture and history, according to Henderson, beginning with the ancient Egyptian civilizations and continuing into modern day.

"I start with Egypt and look at Egypt at an African point of view," Henderson said. "In global studies, we look at Egypt from a Western civilization point of view, going from Egypt to Greece and Rome. I don't. I go to Africa and its other civilizations."

The class does not deal only with African history, Henderson said, but deals directly with African-American history as well. In fact Henderson believes American history classes should make every student feel part of the American dream.

"One thing about American people is that we see ourselves in a special way. We're hard workers. We do all these things to get ahead. But what if it's not clear that your ancestors came over on the Mayflower? You feel left out of the American dream. The role of the history teacher is to make all feel part of the American dream," Henderson said.

With 56 students enrolled in African American History this year, Henderson hopes that more students will be attracted to this novel course.

Only with a solid understanding of cultural history does Henderson believe society's inequities will disappear.

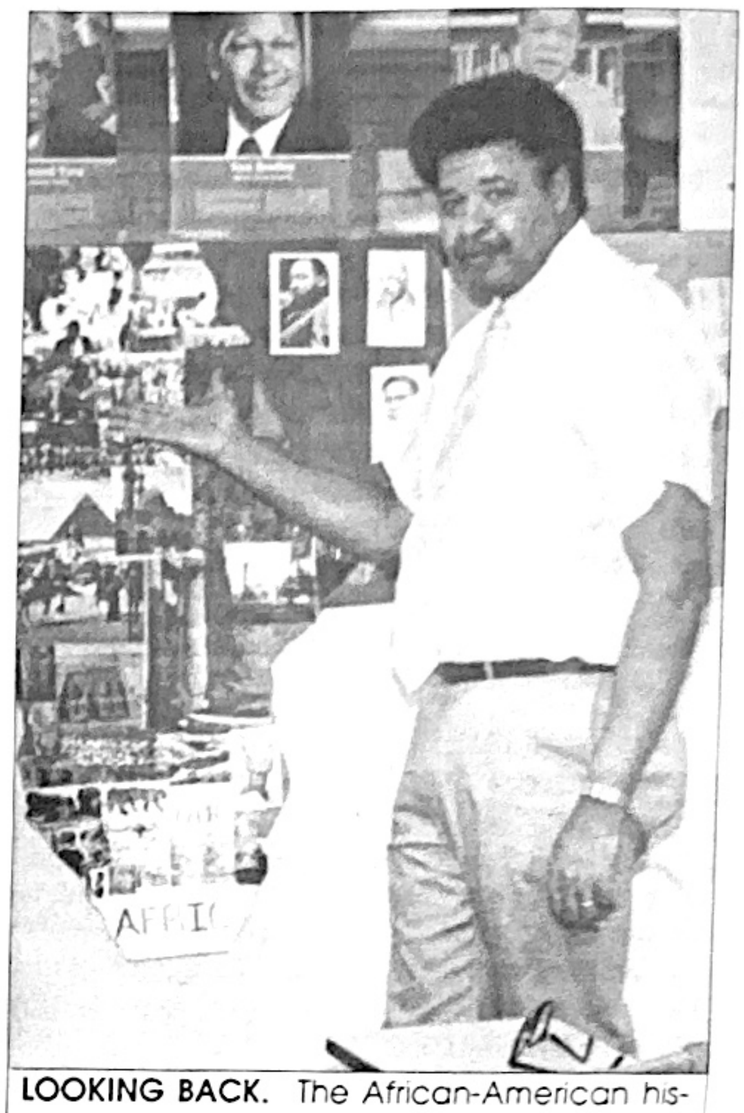
"If it is clear that you as an individual are the basis for all human civilizations, and you are aware that human civilizations originate in Africa, then you are also aware of your importance and uniqueness," Henderson said. "That should say something about you and your values, what you should be and what you should become. I cannot rob and steal if I realize I'm a part of that history."

Some students said that knowing about yourself and other cultures will improve human relations.

"The most important thing is that we learn about other cultures. Whites and blacks have certain conflicts. I think part of the conflict is that certain students know the history about white America, but not a lot of kids know about black history," said junior Malcolm Hills, an African American History student. "If I know about who you are and where you came from, it's easier for us to work things out."

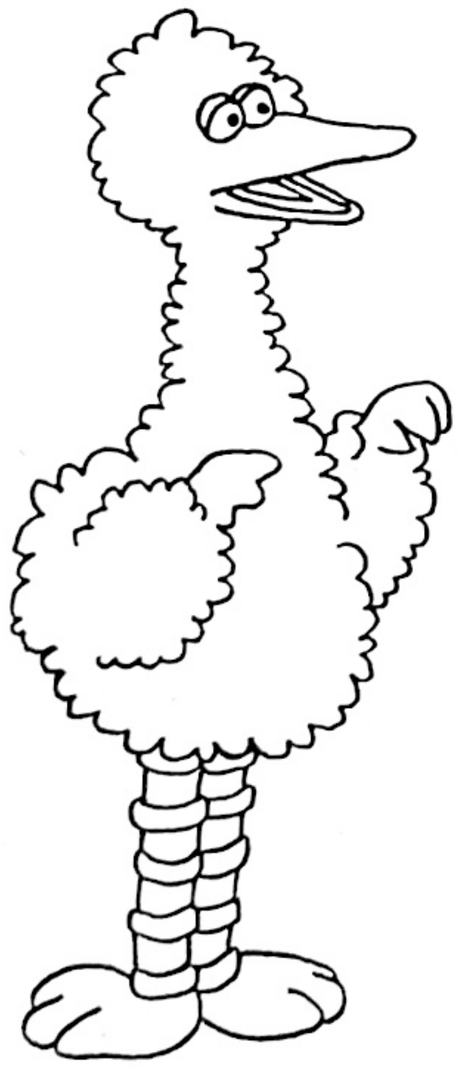
Henderson believes that the African American class has the potential to ease racial tensions at the high school.

"If a student is angry, he'll just say you're a racist. If a student is more fair-minded, he'll say you're unfair. That doesn't help either," Henderson said. "If they are given a history and a vocabulary, then they can talk the problem out."



LOOKING BACK. *The African-American history course, new this year, is designed to help students understand African-American roots.*
Photo by Miles Molyneaux

Sunny days: Reflecting back on glory days of 'Sesame Street'



SHAKERITE ARTWORK BY RICK SMITH

COMMENTARY

BY DEBRA MAYERS
Staff Reporter

"On my way to where the air is clear . . . can you tell me how to get, how to get to Sesame Street?"

We all recognize this famous theme song from "Sesame Street." In fact we grew up with it. Years ago, children would race home from school to catch the beginning of "Sesame Street," today those children have grown up and are in high school or college. Though we have long abandoned "Sesame Street," its messages are far from forgotten.

According to the Children's Television Workshop, the show was designed to grab our interest. "Sesame Street" is broken up into 30 to 60 second skits which revolve around a daily theme. Due to the short attention spans of younger children, these brief skits hold their attention for a longer period of time.

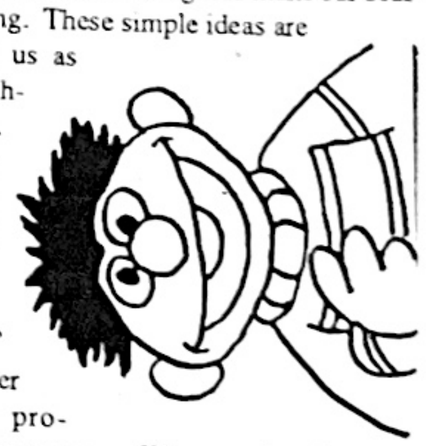
In his book, "TV and Teens," writer Joel Heller explaines that "Sesame Street" taught us simplicity and problem solving. In each of the skits, a problem is presented that can be solved simply. For example, characters are often presented with unknown words to say. In order to solve the word, , the character would simply sound the word out in order to solve it.

This technique subconsciously instilled in us the belief that we can solve problems easily. As we grew older this philosophy helped us as we faced bigger problems. It helped us to think problems through.

Then there were the puppets: Kermit the Frog, Big Bird, Oscar the Grouch, Ernie and Bert and, of course, the imaginary Snuffalufagus. They were enjoyable to watch, easy to relate to and definitely funny. They taught us our ABC's, how to count and even a little Spanish, but the real learning came from people on the show such as Gordon, Maria and Susan.

They showed us how to act and relate to others. They gave us an understanding of basic concepts such as cooperation and sharing which we needed for survival in kindergarten.

After we mastered the basics of cooperation and sharing, we moved on to bigger and better tasks. Our first encounter with morals came from "Sesame Street." We learned it was wrong to hit our brother over the head with a baseball bat and that it was right to make our beds in the morning. These simple ideas are carried with us as we go throughout our lives.



Our generation was one of this first to watch "Sesame Street" instead of other childhood programs, such as cartoons. We were, therefore, given an early education while we were being entertained. Since the start of "Sesame Street," other programs have branched off from its basic philosophy of educational entertainment. Programs, such as "Mr. Rogers' Neighborhood" and "The Electric Company," also give children a good start.

We enjoyed watching "Sesame Street" when we were younger, each for our own different reasons. But for whatever reason, somewhere admist all of our fond childhood memories, "Sesame Street" is buried.

Detention center shelters young criminals

BY JEREMY KAHN
Staff Reporter

Juveniles are afforded few of the rights that adults are given. They can't vote like adults, they can't be employed like adults and they are often treated with less respect than adults. But juveniles can commit crimes like adults, and when they do there is a good chance that they will be spending some time in a building at the corner of East 22nd and Cedar. Welcome to Cuyahoga County's Juvenile Court Detention Center.

"We have kids here who have committed offenses ranging from probation violations to homicide," said the Detention Center's Superintendent, John Manuel.

The center is designed as a temporary holding facility for those awaiting trial, sentencing, permanent placement or waiting to be turned over to the Ohio Department of Human Services. According to Manuel the average stay in the facility is approximately 14 days.

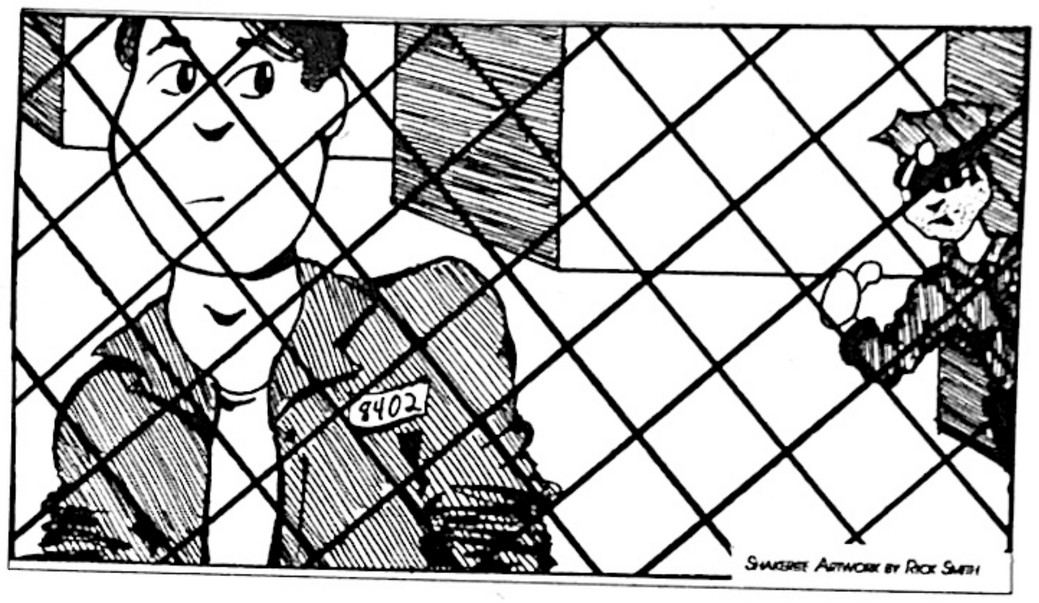
Originally constructed in the 1920's the center is the second oldest facility in the nation and would in the past accept juveniles who had committed no crime, but were classified as unruly or incorrigible by their parents or authorities. Because of recent overcrowding the center can no longer house those juveniles who are simply unruly.

"We have a rated capacity of 86, but in 1988 the average population was 91 and now we are running much higher than that," said Mark Mattern, the head of community services for Cuyahoga County Juvenile Court.

Mattern explained that those juveniles who are brought to the center by their parents because they are unruly are usually assigned a social worker. The social worker visits the juvenile once a week and works with him or her to correct behavioral problems and restricted the juvenile's activities be restricted some degree. Parents who bring in their incorrigible children are also referred to other facilities that specialize in handling behavioral problems, according to Mattern.

"Normally the residents are brought in by the police, but parents can bring their children down as well and file a complaint against them," Manuel said.

Once admitted into the center the residents are given a regimented schedule to follow during their stay at the facility. Ideally each juvenile is housed one person to a room. When the center is overcrowded some of the residents sleep on cots set up in a communal room under the supervision of the center's staff. All residents are organized into units consisting of 12 rooms and an isolation area. A detention officer is assigned to each unit.



SHAKERITE ARTWORK BY RICK SMITH

"We have an award- winning school program that is run through the Cleveland Board of Education. It uses some of the district's regular teachers to instruct students in all the fundamental subjects that they were taking before entering the center," explained Manuel who added that the students are instructed at whatever level of difficulty they were accustomed to. "During the day we have a system of managing behavior," said Manuel. "Residents are supervised, and if they don't comply with the behavioral guidelines, we have a policy of positive reinforcement. If the behavioral pattern continues, the resident can be brought before a hearing or have his or her activities restricted. You have to earn your privileges here."

The center's facilities include a recreation room that contains games like air hockey, ping-pong, and Nintendo. Each residential unit is equipped with a cable-TV, and the center has a large-screen TV for showing movies to residents. The center also has a gym, a library and an outdoor area in which residents can spend time. A multi-denominational chaplain is always on hand to fulfill any moral or spiritual needs the residents might have, and visitation rights are granted almost daily to the relatives of the juveniles.

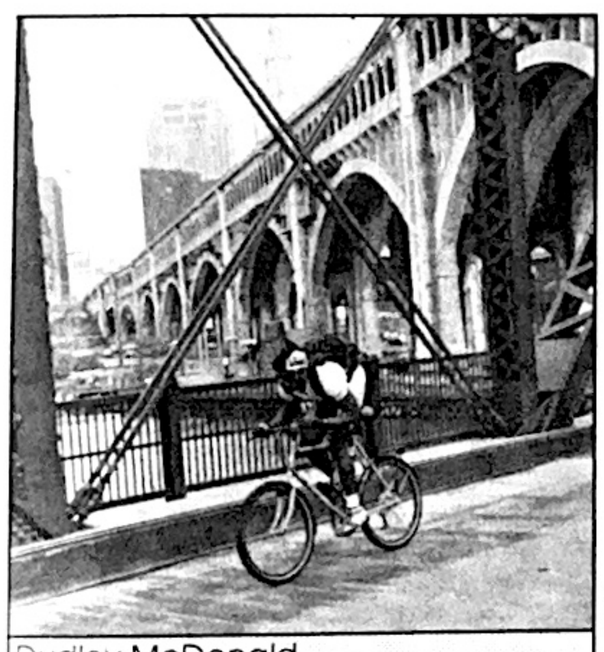
"We don't lock any one in their rooms all night. The doors are closed, but not locked," said Manuel, who said that residents could leave their rooms with permission to go to the bathroom or for other emergencies.

According to Manuel, the center is very proud of its recent accreditation by a national correctional association.

"We are the second largest accredited facility in the U.S. Most facilities do not get accredited due to the cost involved and the fact that they have to meet 417 separate standards set up by the correctional association," said Manuel.

The center was certified after several visits by observers from the national association who assessed the general quality of life at the facility. This quality of life is enhanced in part by the murals that are located throughout the facility. These paintings, which Manuel referred to as the center's Splashes of Color program, were done with the help of local artist Walter Rogers.

Manuel said that the increase in the center's population is from the growing drug problem. As the crime rate among juveniles continues to grow, more and more kids from around the county are getting a first hand look at the center and its facilities.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New stadium would improve city

COMMENTARY

BY BRIAN RESNIK
Co-Sports Editor

YES ✓

Close your eyes. Shut out all of the noise around you and pretend that you are with me watching an Indians game at Cleveland Stadium.

See how the pole obscures our view? If you do, then you are in the right place. Are you cold? Wet? Of course you are. That is what happens to Indian fans in April. Let's go use the bathroom. They are disgusting. What is this wet, sticky stuff that covers the floor? Would you tolerate it at home? They also smell bad. There are 32 restrooms in the Stadium. Most of them are male. Female fans must wait in long lines to get in and wind up missing most of the game. Look up. Rusty, dripping steel girders hold the Stadium together. Scary, isn't it?

Shift your eyes to the Richfield Coliseum. The actual building is fine, but it is closer to Akron than Cleveland. In getting there, one encounters grazing cows and cornfields. This is hardly the image that Cleveland projects. Its distance from the city makes it difficult to get there.

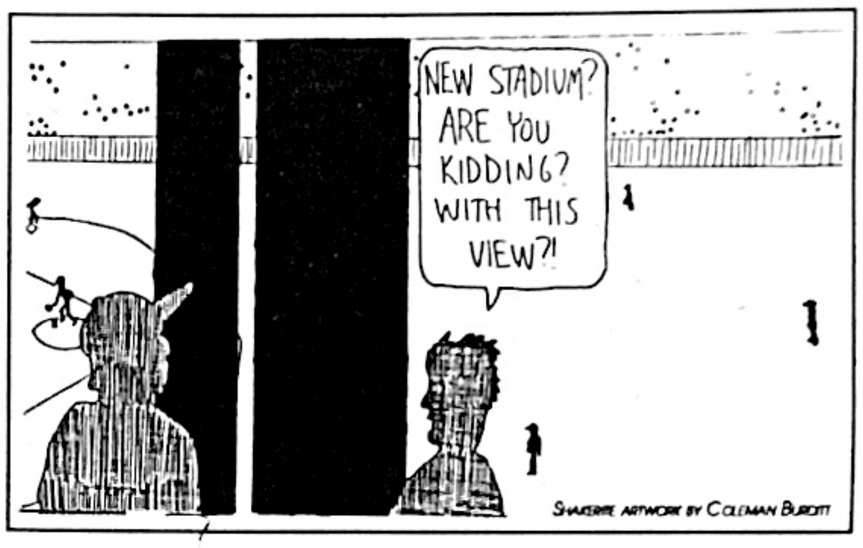
Imagine this: The Stadium suddenly has no poles, so you can see. There are adequate, modern restroom facilities. Leave the stadium. Look over there. See the indoor arena? See the hockey team? See the Cavs actually playing in Cleveland?

Okay, back to the real world. This place does not exist yet.

On the May ballot, Cuyahoga County voters must decide whether or not to fund a new stadium and arena with a sin tax. This would call for an extra tax on tobacco and alcohol, and would cost the average person about $10 each year. If passed, the tax would be in effect for 15 years.

The proposed stadium does not have a dome, and that is bad. Anybody who went to the Tribe's home opener and froze in the snow realizes that a dome would be nice. A new open air stadium would still be better than the one we have now. The Browns would remain in the current Stadium and so would rock concerts, but the new one would be built with the ability to expand to a 70,000 capacity stadium.

A new stadium is needed for several reasons. First, many people who have never been to Cleveland only judge the city by what they see on TV. Usually, they see the stadium and think that Cleveland is a run-down, old city. A new downtown stadium and arena could improve our image the same way that the Skydome improved others' opinion of Toronto.



The current stadium facility was built in 1928 to attract the 1932 Olympics as part of the New Deal. The games went to Munich, Germany, leaving us with a stadium. At the time, the stadium was modern, so it seemed logical to put the Indians there. At the time, the stadium was a state of the art facility. It was a grand old stadium. Now, the stadium is just old.

Building a new stadium would create over 16,000 permanent jobs, according to Chet Makoski, chairman of the AFL-CIO scanning committee. His organization supports the tax. The construction would bring about 11,600 jobs. We need this employment in Cleveland.

The proposed arena could also bring new tenants. By having an arena in Cleveland, we could get a hockey franchise. Bart Wolstein has already agreed to put a new team here. Cleveland has not had a hockey team since the late 70's. Although it would be a Global Hockey League team, and not NHL, it would still be hockey.

We always hear the argument that people would come to the stadium if there was a winning team. That is true. In the early 80's, the Browns stunk. They did not draw many fans. Now that they have success, they draw 80,000 people. If the Indians began to win, people would come see them at the current stadium. But, if you were starving on the streets, you would eat a greasy pork sandwich in a dirty ashtray. You would much rather eat a steak.

By not building the stadium, we stand to possibly lose the Indians. This would result in lost income for the city. Sarasota, Florida, has already built a brand new stadium that is just waiting for a team. The Indians are unhappy with the current location because it is not a "baseball stadium." If we lose our baseball team, we will also lose the "major city" image associated with one. This will hurt us because people will not want to move here.

If a new stadium is not built, people will continue to come. *A new stadium would not attract any more people. If the Indians win, then people will come watch them anywhere. A new stadium would, however, improve Cleveland's image. People would stop* saying "Cleveland, yeah didn't their river burn or something?" and start recognizing our accomplishments. It would bring the Cavs home, professional hockey to Cleveland and keep our teams here. It would also bring better players to the Tribe. Brett Butler and Pete O'Brien were among many to leave Cleveland because of the stadium. Aside from a new stadium, we would get hotels and consequently, conventions. Many people who are opposed to the bill do not realize that.

It is unfortunate that the people in Cuyahoga County will probably not vote for this bill. It shows how cheap they are.

Teams, not stadium draw fans

COMMENTARY

BY ERIK BOLAND
Staff Reporter

No ✓

In the next month, voters will decide whether or not they will support a sin tax on alcohol and cigarettes to fund a new stadium for Cleveland. My question is, why? Cleveland does not need a new stadium. Period.

For one thing, the Browns are not exactly struggling at the box office. Almost every home game yields crowds of 78,000 or more. The stadium provides a perfect atmosphere for a football game. When you look into the stands you're looking at a sea of orange and of course, nothing beats the Bleacher Creatures. Where would we put the Bleacher Bums in a new stadium with a capacity of 50,000?

Now, I realize that the proposed stadium is supposed to be for baseball only, and that makes the new stadium idea look even worse. Why should the publics pay for a new stadium in which only one team plays, and a very bad one at that. It just does not make sense. If they are going to build a new stadium, make it big and let the Browns play there too.

Now to the Indians, the biggest reason why a new stadium is being proposed. The Jacobs brothers, who own the Indians, both think that a new stadium is a necessity. They claim that the current stadium not only keeps people from going to games, but that free agents will not come here because of the stadium. Gee, do you think 35 years of losing have anything to do with that? Perhaps if they had a winning team, players would come.

The fact is that people don't go to Indians home games because the Indians stink, and that is the only reason. If the Indians were a half decent baseball team, they would be the hottest ticket in town. Its not just coincidence that every year the Tribe draws more fans on opening day then any other day during the year. It shows that baseball is not dead and that people do care about the Indians. The fans of this city, however, just can't stand losing year after year. People are just sick and tired of a team that has not competed in 35 years. I do not blame them.

A perfect example of how poorly the organazation is run is the Joe Carter situation. The managment wouldn't pay him enough money, and now he is gone.

I now give you the Seattle Mariners, who since joining the league 14 years ago, have been as bad as the Indians. The Mariners play in the Kingdome, a very nice stadium. Year after year, they are near the bottom in attendance. The last time I checked, the people in Seattle there were crying for a new team, not a new stadium.

In polls taken by local TV stations, people seem to be overwhelmingly in favor of not building a new stadium. They feel the same way I do.

If a new stadium is built, I really don't think that the Indians will suddenly start winning. Sure, for the few months the new stadium would be filled, but when the Indians are in the cellar at 24-60, people will stop going. Why? For the same reason they don't go now. The team is bad.

The proposed sin tax is also a turnoff for a new stadium. The Cleveland politicians have threatened the public. "You must pay for a new stadium, or else", they say. People should say, "give us a winning team not a new stadium."

Raiders prepare for spring season

Baseball, softball teams aim for LEL titles

AROUND THE OVAL

Changing coaches

After weeks of training and hard work, the varsity softball team prepares to meet the challenge of a new season.

According to senior co- captain Emily Dawson, last season was not as successful as the two years before. However, this year is one of new beginnings as new coach Laurie Anthony takes charge.

"She's real bubbly and is a great person to have as a team coach," said sophomore Laura Hoppe. "She gives so much support, you feel comfortable."

The biggest obstacle for the team to overcome, according to Dawson, is inexperience in teamwork.

Another obstacle is the lack of proper facilities. Although both the softball and baseball teams posess batting machines, there is only one batting cage, according to team members.

Despite these disadvantages, the team will be helped by defense, according to senior co-captain Eliana LeVine.

"We have a lot of good players to put where they are most suited. Individually, everyone is pretty good. But our best attribute is a strong infield and defense," LeVine said.

Anthony said the team has the talent and experience needed to do well. She anticipates the best record ever and a winning year.

New runners

After a slow start, the girls track team has pulled itself up to a 4-3 record overall and a 3-1 record in the LEL.

In the three LEL meets, the Lady Raiders lost to Cleveland Heights and beat Lakewood, Parma and Shaw. The Raiders also competed in several invitationals including the Bellaire Relays.

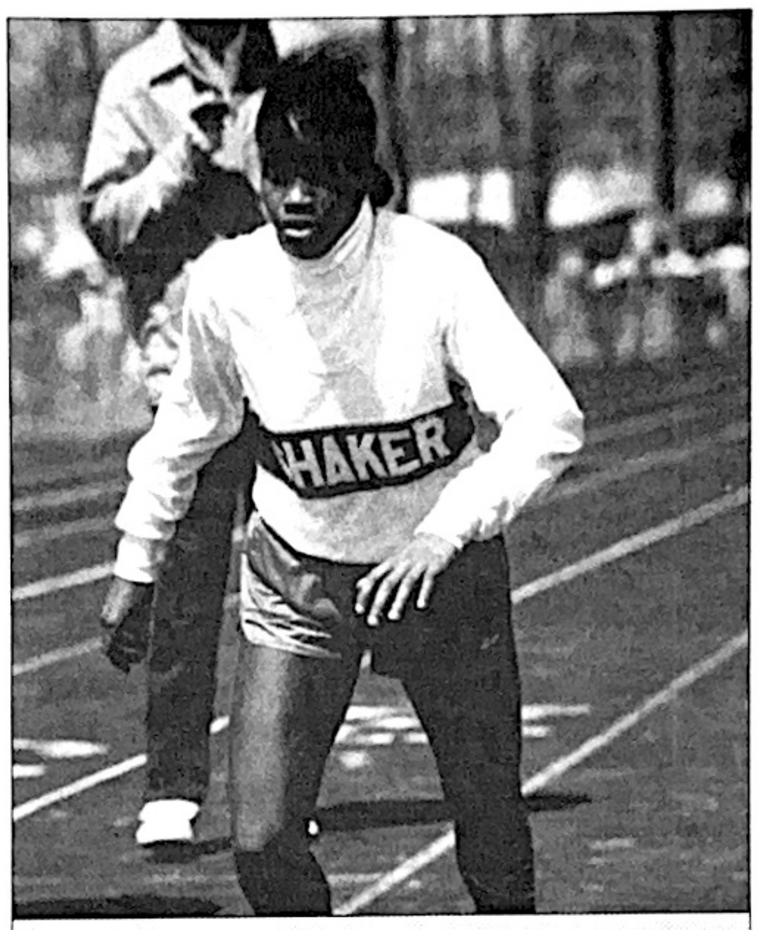
Most of the team members agree that the sluggish start is the result of competing against a tough Cleveland Heights squad.

"The key to Heights is that early through the first week or two they are stronger and almost as strong as they will be later in the season," said Head Track Coach Henry Woodard. "Our first meets are searching meets, we reach our peak later in the year."

The fact that a majority of the team members are freshmen could hurt the team, according to Woodard.

"Bellaire was a difficult meet, but it helped us. The freshmen saw a lot of talent and realized how hard they will have to work," Woodard said. "Also, there was a lot more team spirit."

The Raiders will be competing in the Ranger Relays at Eastlake North this weekend.



RUNNERS SET. Senior Sonya Traylor prepares for the 400 meter race. Last year, she was the state champion in the event. The girls track team hopes to send more members to states this year. *Photo By Evan Weinstein*

Distant talent

The Shaker boys track team is out to a 4-1 start, with a 1-1 league record.

"We showed strength in the mid-distance and long distance [events]," said head coach Charles Richard.

Richard said that at this point the top prospects to perform well at both districts and regionals are long distance runner junior Keith Long and middle distance runner senior Seth Connally.

Connally, the team captain said that the team will perform well, but everyone needs to work more as a team by thinking and doing their best.

"The strength of the league is upon us," said Richard. "The team is in a developmental phase."

—COMPILED FROM STAFF REPORTS—

On their own

The girls lacrosse team, coached by Marian Hughes, is a club sport that involves many techniques. It contains every varsity aspect except it is not fully financed by the school.

The team recently spent a weekend at the Sauk Valley competition in order to improve their playing skills and to gain more experience together as a team.

"Since Sauk Valley there has been a lot of improvement seen in practices," said freshman player Danielle Meshorer.

The team lost its first two matches against Laurel and Andrews School for Girls, but their season does not end until May.

Aiming high

The Red Raiders baseball team has many barriers to overcome in order to improve its third place finish behind Lakewood and Parma in the LEL.

Last season the team finished 15-9 and lost to Stow in districts.

"It's early in the season, so it's hard to tell, but overall we hope to play .500 ball," said senior co-captain Sean Mee.

Most of the team members agree that the weakest aspect of the team this season is the pitching. The only returning starter is Nate Saddler, who has already beaten Shaw 7-2 in Shaker's first league victory this season.

According to many players, the Red Raiders should be an extremely strong hitting team because each spot in the lineup can hit the ball well.

"My goal is to win the league because we should have last year," said Mee. "Also, to go further in the district meet."

So far this year, the team has a 3-2 record.

Overcoming nature

The boys lacrosse team began a 10 game schedule April 20.

Despite bad weather, the team has been practicing every day under the guidance of coach Ken Kurtz. The practices mostly involve drills and working on plays, according to senior co-captain Jeff Katz.

Although the team must buy its own equipment since it receives no funding from the school, several team members said that the program is here to stay.

Katz believes that the increased interest this season will help establish a permanent team.

Many of the team members are working towards making lacrosse an official sport, not just a club.

Tennis team lives 'Life in The Slaw Lane'

BY BRIAN RESNIK AND DAN FRIEDELL
Co-Sports Editor and Staff Reporter

For the past three years, the boys tennis team has won the LEL title. According to many players, this year will not be different.

There is good reason for their optimism. Juniors Jason Kaufman, David Joseph and Ben Stefanski will return as the top three seeds.

"We have six returning players, and all three singles players are juniors," Joseph said. "Another advantage is that we have a deep team, with 12 players that are capable of playing varsity for other schools."

Despite some practices at Park East Racquet Club, recent bad weather has given the doubles teams little time to play together. The recent matches have given them time to work with one another and adjust.

"We had to fight the weather to get playing time," senior co-captain Kevin Hartt said. "But the team has blended together more thoroughly since we've had more practice time with our [doubles] partners."

Slawson believes that an important part of tennis is setting goals and working to achieve them. This year, his goal for the team is to repeat as LEL champs.

This sentiment is echoed by his players.

"We expect to have an excellent season with the three returning juniors and four seniors," Stefanski said.

Freshman Ramin Pirouz said that he has the same goals.

"We want to repeat as LEL champions, and hopefully David and Jason will go further in states," Pirouz said.

Junior Matt Pierce does not consider another Lake Erie League title unrealistic.

"There is not a whole lot of competition in the division, and that is probably why we have won it for so many years in a row," Pierce said.

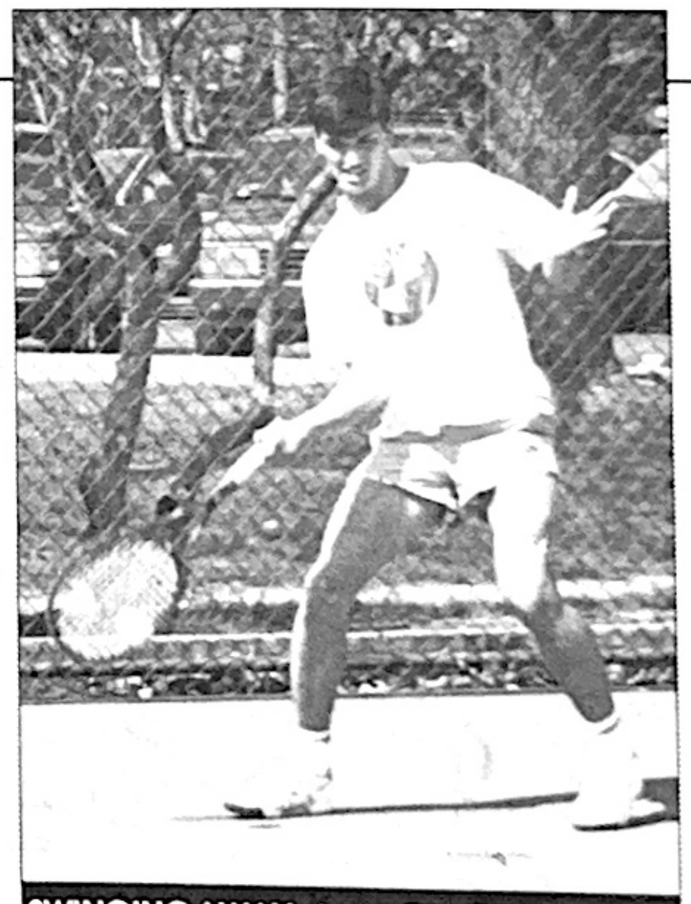
Beyond the LEL, many players hope to make it to states.

"I would like to make it to states either in singles or doubles," Kaufman said.

The general consensus among the players is that University School will once again be its toughest opponent. Stefanski said that US is tough because they recruit.

This season, the team said that the fans can hold high expectations for them.

"[They can expect] us to be LEL champs and to go to states," Stefanski said.



SWINGING AWAY. Junior Ben Stefanski, the Red Raiders number three singles player, practices his forehand while warming up for an upcoming match.
Photo by Miles Molyneaux

Raider prepares for Olympic tryouts

Boxing a hit with junior Vidrine

BY JILL PELAVIN
Staff Reporter

Most people would not even think of eating raw eggs, but for junior Carl Vidrine, a boxer, eating them is a way to train.

"They really are not bad," Vidrine said. "They don't taste any different from a fried egg, except that they slide down your throat."

Vidrine began boxing last year after a friend told him where to train. His trainer is Shawn Short.

"My friend lives down the street from St. Malachi's Church [on Washington Ave. in Cleveland], and he told me boxers train there," Vidrine said.

Vidrine boxes in the 145-pound weight division and holds an amateur record of 14 and 5.

"I practice almost every day at my house or at St. Malachi's," Vidrine said. "[My practice] includes weight lifting, jumping rope and guarding practice."

Vidrine was going to compete in the Golden Gloves competition last month in Cleveland, but he became ill.

"I know the guy who won," Vidrine said. "I think that I could have beaten him."

Some promoters and coaches have told Vidrine that he has potential to make the Olympic team. Next month, he will go to the trials to compete for a spot. This progress has surprised even Vidrine.

"When I started, I didn't think I could come this far. I did it because it was something to do at the time," Vidrine said. "It's not going to be a career for me."

Several schools in Cleveland, including Shaw and Collinwood have boxing teams, and Vidrine would like to start one at Shaker, but he feels there are many obstacles blocking the way.

"I would like to see it happen, but it would be difficult. It's hard to find out who would like to participate and who would coach," Vidrine said.

In addition to pugilism, Vidrine is also involved with the lacrosse team. He said that boxing helps him play better.

"Boxing helps with lacrosse because of the endurance and stamina involved in both sports," Vidrine said.

The major difference between boxing and other sports is that boxing is more individually oriented, according to Vidrine.

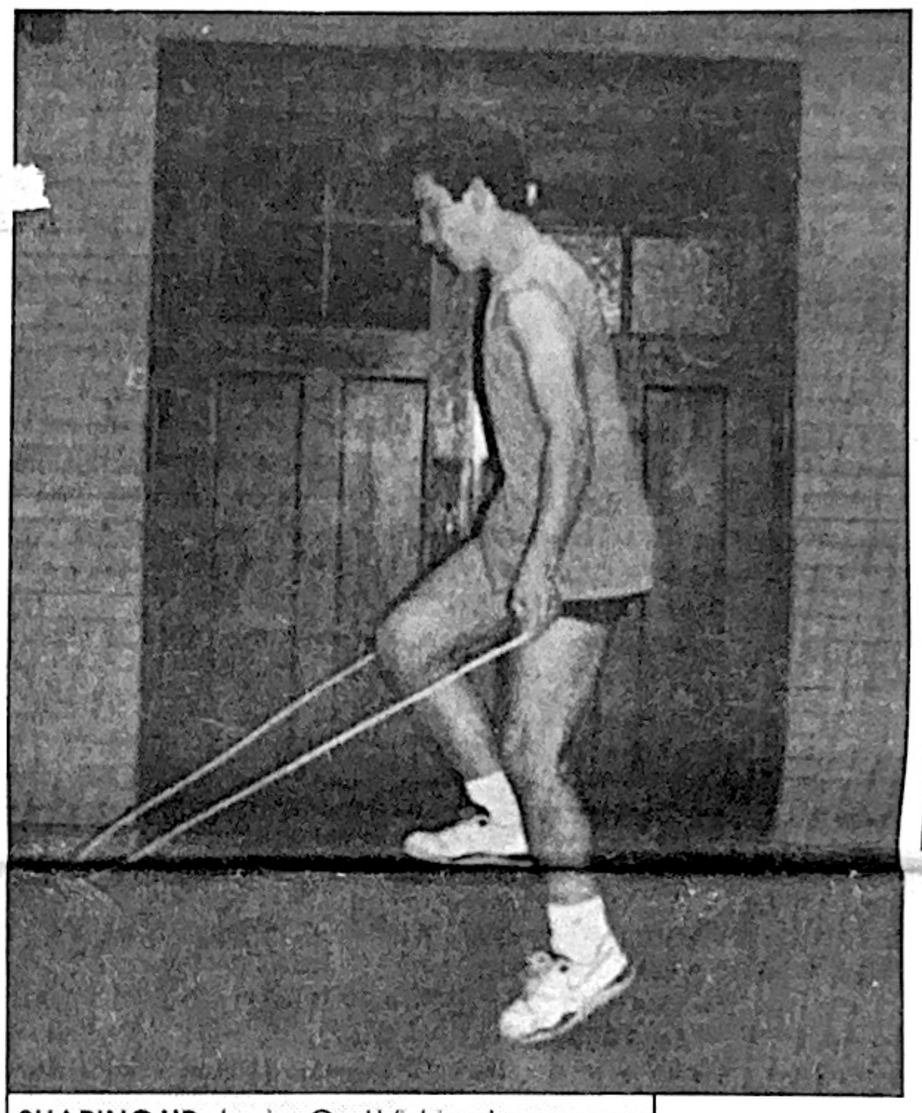
"[Boxing] relies on me, and unlike lacrosse or any other team sport there is not a scapegoat if I mess up," Vidrine said.

Although nobody likes to lose, Vidrine has learned to deal with it.

"Sometimes they're better than me, but I learn to accept the defeats and learn from them."

Vidrine said that he has not set any goals for himself because he is not planning to make a career of it.

"I don't know what my goals are," Vidrine said. "I'm just doing it to do it., and whatever comes of it, comes of it."



SHAPING UP. Junior Carl Vidrine jumps rope to keep in shape for boxing. He has a record of 14-5. *Photo by Hallie Watson*

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